ANNUAL REPORT

2022

UNIVERSITY

ASSESSMENT SERVICES

ACADEMIC AFFAIRS

ILLINOIS STATE UNIVERSITY
Illinois' first public university.

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Contents

Narrative

The narrative section of the annual report describes UAS's planning framework, contextual information about UAS and how the unit supports institutional and programmatic effectiveness at ISU.

University Assessment Services Planning Framework

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

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
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
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
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

Assessment Framework

```
            ┌─────────────────┐
            │ Student learning│
            │   outcomes &    │
            │     success     │
            │                 │
            │     Program     │
            │   improvement   │
            └─────────────────┘
   ↗                              ↘
┌──────────────┐          ┌─────────────────┐
│ Culture of   │          │   Assessment    │
│  evidence    │          │ methodologies & │
│              │          │     tools       │
│              │          │                 │
│              │          │  Quantitative & │
│              │          │qualitative analysis│
└──────────────┘          └─────────────────┘
   ↖                              ↙
            ┌─────────────────┐
            │  Using results  │
            │ Decision-making │
            └─────────────────┘
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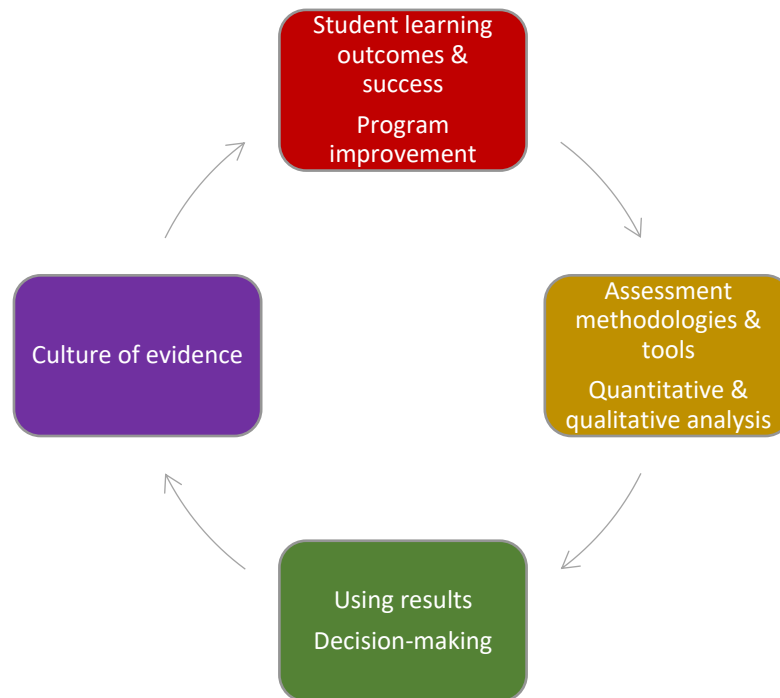
Student learning outcomes refer to what students do. Learning outcomes are the knowledge, skills, behaviors, or attitudes students should possess at the end of their program or degree. *Student success* refers to recognized attainment and completion stages or steps that mark progress toward a completion goal or other educational intent.* *Program outcomes* refer to what *programs do* to help students learn or improve their programs.**

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. Methodologies can also be formative, summative, formal, and informal.

Using results has two dimensions. First, using results is about analyzing student learning outcomes and program goals, comparing results to stated outcomes and goals, and making improvement decisions based the results. Second, using results is about sharing and communicating assessment results and improvements so programs and people can learn from each other. This second element can also include participation in the assessment process itself.

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. 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.***

* Higher Learning Commission (2019, February), *Defining Student Success Data: Recommendations for a Glossary of Terms.*
** A distinction made by Mills-Schofield is that program outcomes are outputs, as opposed to student learning outcomes. According to the author, "outcomes are the difference made by the outputs." D. Mills-Schofield, 2012, It's Not Just Semantics: Managing Outcomes vs Outputs. *Harvard Business Review Blog.*
*** Definition adapted from M. Culp, 2012, *Building a Culture of Evidence in Student Affairs,* Washington, DC: NASPA, p. 2; L. Suskie, 2009, *Assessment: A Common Sense Guide.* San Francisco: Wiley.

UAS and Institutional Effectiveness

Institutional Effectiveness Model

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.[1] Institutional effectiveness can also be defined as an integrated process of planning, budgeting, and improvement.[2] There are a variety of institutional effectiveness models, but they generally follow a template similar to the figure below:

```
                              MISSION & GOALS
     Where should                                      Where are we
     we be in the                                          now?
       future?

   USING RESULTS          Improvements             PLANNING
   Analyzing data         based on                 Curricular & co-
                          evidence                 curriculuar
   Participation in                                Assessment
   assessment process

      How will we                                      How do we get
      know when we          IMPLEMENTATION                there?
      get there?            Teaching &
                            learning activities
                            Assessment
```

UAS Institutional Effectiveness Roles

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

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

[2] 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.

History & Quality Assurance Context

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: [3]

1. Test scoring.
2. Teacher evaluation form processing.
3. Internal testing programs.
4. Special projects and research.
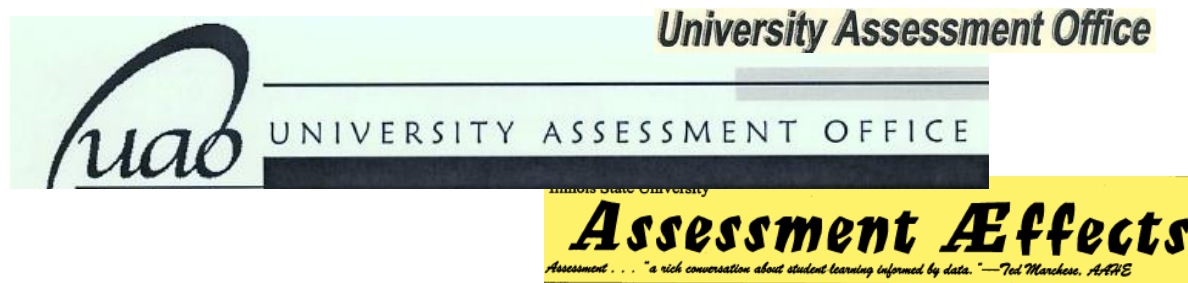
By the late 1990's, a MAES changed its name to the University Assessment Office (UAO).[4] In fall 1999, MAES split into three offices: [5]

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.

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[3] MAES Newsletter, vol. 1 (1), fall 1979.
[4] University Assessment Office Newsletter, October 1997.
[5] University Assessment Office Newsletter, September 1999.

By spring 2000, the University Assessment Office newsletter's name was changed to *Assessment Æffects*.[6] 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).

DRAFT #4

ILLINOIS STATE
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ASSESSING STUDENT OUTCOMES:
A PLAN FOR CONTINUOUS DEVELOPMENT

University-Wide Assessment Committee
April 2000
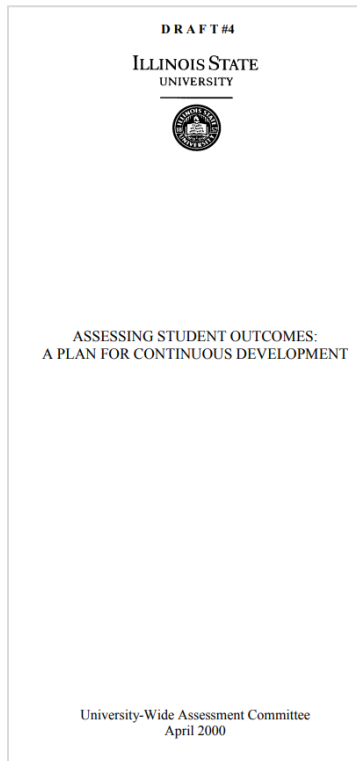
At the request of the provost, the University-wide Assessment Committee (UWAC) wrote *Assessing Student Outcomes: A Plan for Continuous Development* in April 2000.[7] The paper included a series of goals for assessment and action steps. The paper emphasized that "assessment data should be used internally to guide curricular, co-curricular, environmental, and institutional improvement. The intent is not evaluation of an individual or program."[8]

An update of the plan was written in April 2003.[9] 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:[10]

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

The old assessment newsletter, *Assessment Æffects*, was changed to Progressive Measures in 2005.[11] 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.

2007 staff photo

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

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[6] Assessment Æffects, Spring 2000.
[7] http://assessment.illinoisstate.edu/downloads/uwac_wpaper.pdf
[8] p. i-ii.
[9] http://assessment.illinoisstate.edu/downloads/assessment_recommendations_update.pdf
[10] http://assessment.illinoisstate.edu/downloads/aac_membership_and_charge.pdf
[11] Progressive Measures, v. 1 (1), Fall 2005.

processes in academic affairs at ISU. The HLC academy process and results were published in the April 2014 HLC Assessment Academy Impact Report.[12]

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

As of spring 2022, UAS has three full-time staff members: director, assistant director, and office aide. The staff has remained unchanged since fall 2011.

Assessment Governance in Academic Affairs

Assessment Advisory Council

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

In 2020, the AAC chair and UAS assistant director led the revision of the committee's charge. This document is reflected in appendix E. The charge was modified to reflect more current best practices in assessment and the evolving nature of assessment at ISU.

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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[12] http://assessment.illinoisstate.edu/about/HLC-Academy-Impact-Report-5-1-2014-Illinois-State-Univ.pdf

Accomplishments & Productivity for FY 22

Unit's Goals and How the Goals Support Educate – Connect – Elevate

Goal(s)	ECE Alignment
Goal 1. Facilitate institutional assessment efforts	- Increase retention and graduation rates (1.A.3) - Leverage data analytics to inform decision-making (1.D.3) - Refine processes for the development of new academic programs (2.A.3) - Utilize technological solutions that enhance productivity and creativity (2.C.3) - Support efforts to assess student career outcomes and placement in graduate and professional school (4.C.1)
Goal 2. Build institutional assessment capacity	- Maximize employee growth through learning and professional development opportunities (1.B.2) - Increase collaboration across departments and Divisions (1.D.2) - Maximize employee growth through learning and professional development opportunities (1.B.2) - Create more spaces that encourage collaborative research, teaching, and other learning activities (2.C.1) - Create awareness of opportunities for students to engage in research (4.B.1 - Expand and promote opportunities for engagement in professional development (4.C.3)
Goal 3. Cultivate collaborative partnerships	- Increase collaboration across departments and Divisions (1.D.2) - Leverage data analytics to inform decision-making (1.D.3) - Enhance cross-disciplinary research and creative activities (2.B.2) - Create more spaces that encourage collaborative research, teaching, and other learning activities (2.C.1) - Utilize technological solutions that enhance productivity and creativity (2.C.3)
Goal 4. Enhance UAS staff development	- Expand and promote opportunities for engagement in professional development (4.C.3) - Maximize employee growth through learning and professional development opportunities (1.B.2)

List major accomplishments for each goal.

Goal 1. Facilitate institutional assessment efforts

Coordinate general education outcomes assessment

In spring 2022, UAS conducted a survey of general education students. The survey asked about their experiences and perspectives on general education. As of the writing of this annual report, over 500 students have responded. Results will be shared with the Associate Vice President for Undergraduate Education (AVPUE) and Council for General Education (CGE).

In June 2019, ISU presented a plan for addressing general education assessment to the Higher Learning Commission (HLC). This plan was included in an addendum to the HLC assurance argument. One element of the plan was a survey of students, which was completed in spring 2022. A second element was the review of artifacts relating to the following disciplinary areas:

1. Humanities
2. Fine Arts
3. Sciences
4. Social Sciences
5. Math and Quant Reasoning
6. Individuals in Civic Life

Once direction is received from the AVPUE and CGE, UAS will coordinate the assessment process for these disciplinary areas. See appendix E for more information about HLC addendum relating to general education assessment.

Expand alumni outcomes research
UAS addressed this area in three ways: labor market outcomes project, exit survey project, and support for programs.

Labor Market Outcomes Project

In 2021-22, UAS matched over 70,000 student records with state salary and industry records. Data for graduating cohorts 2003 through 2017 were included. Wages and industry records were included for 2004 through the last quarter of 2019. Results and reports were shared with academic programs as part of the program review process.

Exit Survey

UAS initiated an exit survey process for ISU. Over time, the project evolved into a collaboration with student affairs. The Assistant Vice President for Academic Planning has initiated conversations about the project at the Provost-level and obtained exit survey examples from academic programs. A survey bank has been created for questions. See appendix D for more information.

Alumni Evidence for Programs

As part of the [Process for the Review of Academic Assessment Plans](#) (PRAAP), UAS provides support for alumni surveys. This could include providing examples, writing questions, or administering the entire survey process itself.

Provide evidence for institutional accreditation (HLC) efforts
UAS continues to monitor alignment with HLC criteria to ensure compliance. This is conducted every December – January and updated in the UAS shared drive, later shared in the annual report. This alignment is presented in [appendix B.](#)

Enhance academic quality through program review
UAS coordinates the Process for the Review of Academic Assessment Plans (PRAAP) with the Assessment Advisory Council (AAC). The program assessment plans for those programs that are three years from submitting their Program Review self-study report are reviewed by AAC members and UAS staff with feedback provided. The following year, UAS staff then meets with programs' faculty/staff to share and discuss the reviews and feedback, and the associate deans who serve on the AAC are invited to attend and share their perspectives.

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

See the UAS website for more information: [Process for the Review of Academic Assessment Plans](#)

Enhance student engagement and success through research and evaluation

UAS Survey Framework

ISU does not have an institutionally endorsed survey schedule framework or schedule. However, UAS and student affairs assessment have negotiated a survey planning framework. It includes surveys that are institutional scope and that UAS is aware of. This framework has also been communicated with directors in Enterprise Data Analytics (EDA) and Planning, Research & Policy Analysis (PRPA)

	Pre-college	First-year	While Enrolled	Graduation	Post-graduation
Surveys	BCSSE	NSSE	Advising Gen. ed. NSSE Birdtracks	NACE 1st destination Exit survey*	Alumni survey NACE 1st destination
UAS variables**	HS experiences ISU expectations	Engagement Satisfaction with ISU	Same as 1st yr (seniors)	--	Wages Job placement In state retention Industry
Non-UAS variables			Birdtracks	Satisfaction with ISU	Grad school enroll Grad school compl. Quality of life Affinity for ISU
Other data tracking	EDA / PRPA data	EDA / PRPA data	EDA / PRPA data	EDA / PRPA data	IDES-matching Advancement

> Academic Affairs: UAS / Academic Programs
> Student Affairs
> Administrative Affairs: EDA / PRPA
> Advancement tracking and surveys

In development

Surveys of Student Engagement

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

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

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

For more information, including results and history, view the UAS website on surveys of student engagement.

2022 Updates

UAS did not administer NSSE in spring 2022. In spring 2021, UAS administered two NSSE modules: civic engagement and student experiences with online learning. UAS administered BCSSE only in summer 2020 and 2021.

Using Results

UAS provides the following deliverables for using results (see also goal 3)

- Presentation and sharing of results with the assessment advisory council (AAC).
    - See 2021-22 First-year Student Experiences with COVID in High School / Future Concerns
- Qualitative analysis using NVIVO software.
- NSSE and BCSSE dashboards. The dashboards are available through the Power BI application. Screenshots are below.
- Reports available upon request.
- UAS website on surveys of student engagement: https://assessment.illinoisstate.edu/surveys/student/
- HLC criteria mapping
- General education outcome mapping (if available)
- Unit mapping
- ECE mapping

SENSE OF BELONGING AT ISU
National Survey of Student Engagement (NSSE)

Dashboard Demographics

NSSE Year	Class	College	First Gen Status	Race / Ethnicity	Gender Identity	Grades	Ed. Aspirations	Started at a 2-yr College
2020	All Classes	All	All Students	All Students	All Students	A's, B's & C's	All Students	All Students

NSSE Year: 2020

Class: All

College: All

First-Generation: All

Race / Ethnicity: All

Gender Identity: All

Grades: All

Educational Aspirations

I feel comfortable being myself at ISU.

- Strongly disagree: 2%
- Disagree: 7%
- Agree: 50%
- Strongly agree: 42%
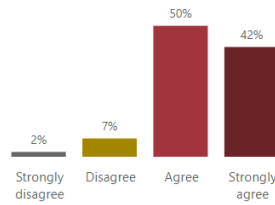
I feel like part of the community at ISU.

- Strongly disagree: 4%
- Disagree: 18%
- Agree: 51%
- Strongly agree: 27%
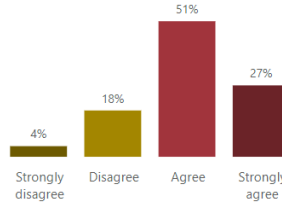
I feel valued by ISU.

- Strongly disagree: 5%
- Disagree: 17%
- Agree: 54%
- Strongly agree: 25%

The Sense of Belonging questions were only asked in 2020.
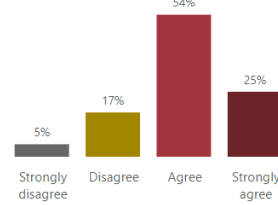
TRANSFER STUDENTS - REASON FOR CHOOSING ISU
Beginning College Student Survey of Engagement (BCSSE)

Year: All

Sex: All

Race / Ethnicity: All

First Gen Status: All

Grades: All

ISU - 1st, 2nd 3rd choice: All

How important were the following reasons for choosing ISU?

- ○ Affordability
- ○ Can finish degree quickly
- ○ Can transfer most or all credits
- ○ Family or personal relationship
- ○ Flexible course scheduling
- ○ Location
- ● Offers a major I'm interested in
- ○ Quality of academic programs

Offers a major I'm interested in
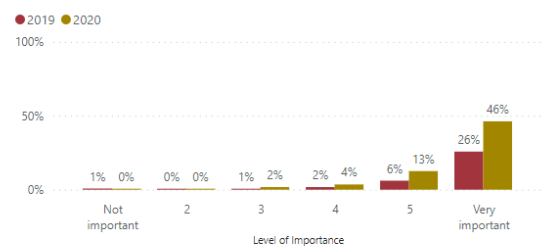
● 2019 ● 2020

Level of Importance	2019	2020
Not important	1%	0%
2	0%	0%
3	1%	2%
4	2%	4%
5	6%	13%
Very important	26%	46%

Goal 2. Build Institutional Assessment Capacity

Engage faculty and staff in meaningful professional development activities

UAS engages faculty in professional development activities through:
- Professional development series for faculty going through PRAAP.
- Departmental PRAAP meetings.
- Ad hoc consultations.

UAS also provides Assessment Initiative Awards (AIA).

~~Provide programmatic assessment opportunities for units~~

UAS proposes merging this goal with the previous goal moving forward.

Consult individuals and programs in assessment & research best practices

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

Goal 3. Build Collaborative Partnerships

Regularly engage with ISU information planning & analysis units and governance entities

Assessment Advisory Council

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

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

Regularly Occurring Collaborative Partnerships and Committees

- Academic Planning Committee
- APLU task force
- Civic Engagement Advisory Board
- Civic Engagement Collaboratory Task Force

- Council for the Accreditation of Educator Preparation (CAEP), advanced programs committee
- Data Directors Meetings (coordinated by E. Thomas, includes Student Affairs Assessment;
- Enterprise Data Analytics; University Assessment Services; and Planning, Research, & Policy
- Analysis)
- Enterprise Data Analytics – bi-weekly / monthly meetings
- General Education Review Task Force, including the executive committee and learning outcomes working group
-
- GROWTH Leadership Team
- LMS Advisory Group
- Power BI Users Group
- Staff Success Task Force
- Student Affairs Assessment – monthly meeting with Erin Thomas
- University Teacher Education Assessment Committee (UTEAC)
- University Climate Task Force

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

UAS regularly leverages the collective expertise of the assessment advisory council (AAC). In addition, projects are shared at monthly data directors meetings, monthly meetings with student affairs assessment, regular meetings with Enterprise Data Analytics (EDA) and monthly meetings with Associate Provost staff.

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

UAS provides the following deliverables for using results (see also goal 1)

- Presentation and sharing of results with the assessment advisory council (AAC).
    - See First-year Student Experiences with COVID in High School / Future Concerns
- Qualitative analysis using NVIVO software.
- NSSE and BCSSE dashboards. The dashboards are available through the Power BI application. Screenshots are below.
- Reports available upon request.
- UAS website on surveys of student engagement: https://assessment.illinoisstate.edu/surveys/student/
- HLC criteria mapping
- General education outcome mapping (if available)
- Unit mapping
- ECE mapping

Goal 4. Enhance UAS Staff Development

Incorporate emerging technologies and assessment techniques

Two UAS staff have nearly 40 years of combined experience in assessment, evaluation, research methods and applications. As the discipline continues to evolve, UAS has invested time in learning new methods and applications. These have all been done at no direct cost to ISU in terms of formal training. The costs have been direct in terms of the application themselves and indirect in terms of time. These new areas include:

Visual analytics. UAS staff learned Tableau and Power BI visual analytic. UAS created a method for preparing data tables, creating queries, writing schemas for relationships and creating visuals in Power BI. UAS has shared methodologies and strategies with others on campus.

Qualitative Analysis. UAS purchased licenses for NVIVO qualitative software and learned the software through training and books.

Qualtrics. UAS continues to utilize and learn new methodologies embedded in Qualtrics, a survey software platform.

Equity, Diversity, & Inclusion (EDI). UAS presented models to the Assessment Advisory Council (AAC) on tools for incorporating social justice into assessment methodologies and frameworks.

The UAS director completed a course in spring 2022 through CANVAS titled Applying & Leading Assessment in Student Affairs. The course was offered through Student Affairs Assessment Leaders (SAAL), a professional development consortium of assessment staff and leaders in higher education.

Conduct specialized and empirical studies

UAS did not conduct specialized empirical studies for generalizable research in 2022.

Engage in a community of assessment scholars and reflective practitioners

UAS maintains membership in assessment organizations, including:

- Association for Institutional Research
- Association for the Assessment of Learning in Higher Education
- Higher Learning Commission

The UAS director co-chairs the visual analytic team for the Grand Challenges in Assessment project. This last year, the assistant director taught a Psychology course. The director taught an assessment and evaluation course in the college of education.

Provide specific accomplishments related to Academic program development.

Not applicable.

Provide specific accomplishments related to Equity, Diversity, and inclusion.

In spring 2020, UAS administered the diversity and inclusion module of the National Survey of Student Engagement (NSSE). Results were incorporated in the NSSE dashboard and continue to be used. UAS staff devoted the March 2022 Assessment Advisory Council (AAC) meeting to equity, diversity and inclusion (EDI) in assessment. See Appendix C for more information.

Provide specific accomplishments related to Faculty Success.

The UAS assistant director is a member of the GROWTH leadership team and coordinated the delivery and data analysis of all reports related to research supporting the project, in particular the primary survey. A visual analytic was created in Power BI (screenshot below):
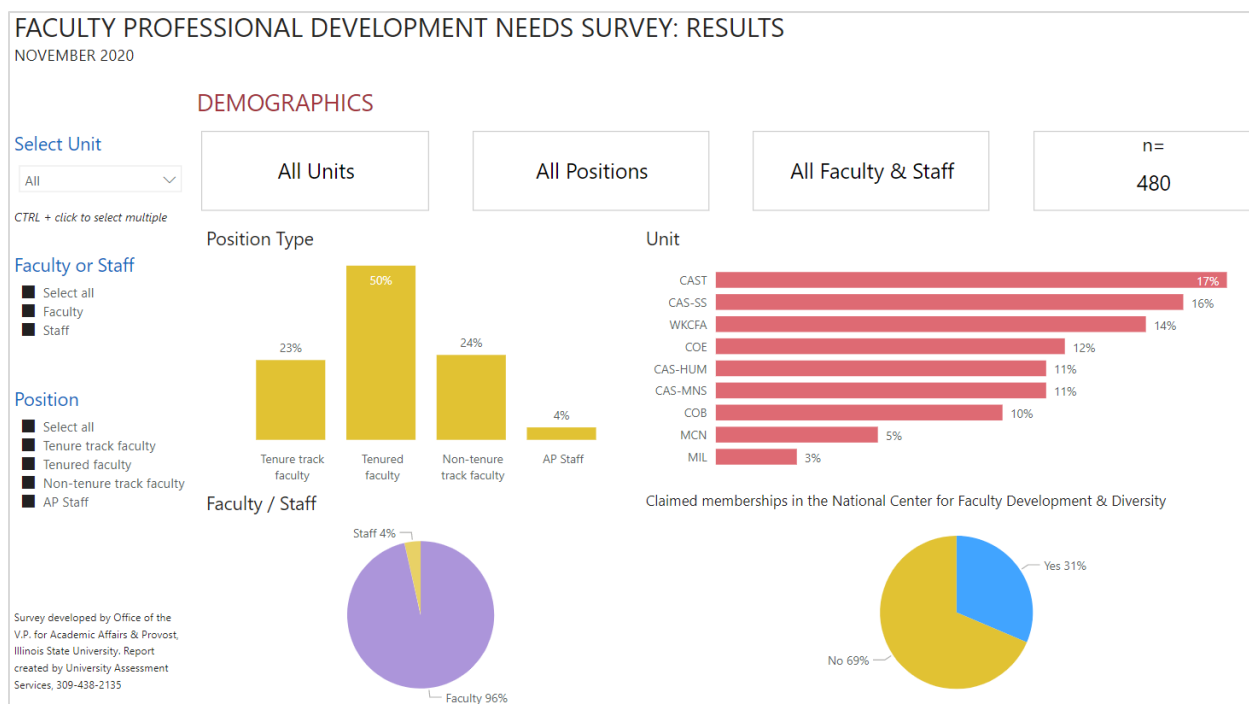
UAS also created the staff success survey in Qualtrics as part of the Staff Success Task Force.

As stated previously in this report, UAS provides much planned and informal consultation for academic programs, faculty and staff in regard to assessment, evaluation, survey design, analysis, writing outcomes, and other assessment-related areas.

Provide specific accomplishments related to Student Success.

UAS has not been specifically involved in institutional student success initiatives. However, UAS did collect, analyze and provide evidence for student success initiatives in the following ways:

General Education Survey

Student Engagement Surveys
- ✓ Static reports (frequencies)
- ✓ Power BI dashboards, including PDF export capability
- ✓ Qualitative analysis of comments (NVIVO)
- ✓ AAC analysis of BCSSE COVID qualitative data

Maintaining dashboards for other data, including GROWTH surveys and advising surveys

Internal Reallocations and Reorganizations in FY22

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

In 10 years, UAS has transitioned from 7 staff (an office of three full-time administrators, an office manager, two graduate students, and a student worker) to three staff (two full-time administrators and an office aide), with no reductions in the quantity of work loads and increases in several areas, such as professional development and data analytics. UAS is entering its 11th year of no staff turnover. In that time, there have been two position changes. The assessment coordinator was transitioned to assistant director, and office manager transitioned to office aide.

Additional Funds for Enhancement from the Provost Office
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: Instructional Capacity funds, Summer Session funding, Academic Enhancement Funds, or variance dollars.

Not applicable.

Additional Funds for Enhancement from the College / Unit
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.

Not applicable.

Major Objectives for 2023

Describe the unit's most important forward -looking objectives related to academic program development, Equity, Diversity and Inclusion, Faculty Success, and Student Success. Outline how the objectives support the mission/goals of the Unit/Department/School, College and Educate•Connect•Elevate.

Note: Goals submitted for the annual report may change in the final annual planning document. The annual report is finalized in April 2022. The annual planning document is finalized in June 2022. An updated list of annual goals will be included in the annual planning available on the UAS website: https://assessment.illinoisstate.edu/

Goal(s)		FY 23 Objectives	ECE Alignment
Goal 1. Facilitate institutional assessment efforts	Coordinate general education outcomes assessment	- Complete HLC general education requirements (direction of AVPUE) - Analyze general education survey results and report to AVPUE / CGE - Contribute to general education assessment plan for learning outcomes and program improvement (direction of AVPUE)	Increase retention and graduation rates (1.A.3) Leverage data analytics to inform decision-making (1.D.3) Refine processes for the development of new academic programs (2.A.3) Utilize technological solutions that enhance productivity and creativity (2.C.3) Support efforts to assess student career outcomes and placement in graduate and professional school (4.C.1)
	Expand alumni outcomes research	- Develop exit survey - Propose IDES update	
	Provide evidence for institutional accreditation (HLC) efforts	- Monitor alignment with HLC criteria (December 2022) – see appendix B	
	Enhance academic quality through program review	- Serve on Academic Planning Committee - Deliver PRAAP professional development series – see also goal 2	
	Enhance student engagement and success through research and evaluation	- Conduct NSSE in spring 2023 - Conduct BCSSE in summer 2022 - Create decision-support plan for qualitative analysis - Incorporate qualitative analysis and NVIVO for open-ended survey comments – see also goal 4 - Clarify UAS data use plan for all assessment projects – see also goal 3	
Goal 2. Build institutional assessment capacity	Engage faculty and staff in meaningful professional development activities	- Deliver PRAAP professional development series – see also goal 1 - Revise assessment web tutorial to Assessment 101 - Propose project planning web resource - EDI	Maximize employee growth through learning and professional development opportunities (1.B.2)

Goal(s)		FY 23 Objectives	ECE Alignment
	~~Provide programmatic assessment opportunities for units~~	Combine objective with the previous objective for FY 23	Increase collaboration across departments and Divisions (1.D.2) Create more spaces that encourage collaborative research, teaching, and other learning activities (2.C.1) Expand and promote opportunities for engagement in professional development (4.C.3)
	Consult individuals and programs in assessment & research best practices	- Engage in informal consultations with faculty and staff	
Goal 3. Cultivate collaborative partnerships	Regularly engage with ISU information planning & analysis units and governance entities	- Assessment Advisory Council - Council for General Education - Attend data directors' meetings (EDA, PRPA, Student Affairs, UAS)	Increase collaboration across departments and Divisions (1.D.2) Leverage data analytics to inform decision-making (1.D.3) Enhance cross-disciplinary research and creative activities (2.B.2) Create more spaces that encourage collaborative research, teaching, and other learning activities (2.C.1) Utilize technological solutions that enhance productivity and creativity (2.C.3)
	Leverage varied and multi-disciplinary faculty and staff expertise in UAS research projects	- Create research partners program – see also goal 4	
	Create an environment that enables decision-makers and users of assessment results	- Clarify UAS data use plan for all assessment projects – see also goal 2	
Goal 4. Enhance UAS staff development	Incorporate emerging technologies and assessment techniques	- Incorporate Power BI visualizations and analytics - Complete BCSSE dashboard - Update NSSE dashboard - Learn R programming language (fall 22) - Incorporate qualitative analysis and NVIVO for open-ended survey comments – see also goal 1	- Expand and promote opportunities for engagement in professional development (4.C.3) - Maximize employee growth through learning and

Goal(s)		FY 23 Objectives	ECE Alignment
	Conduct specialized and empirical studies	- Create research partners program – see also goal 4	professional development opportunities (1.B.2)
	Engage in a community of assessment scholars and reflective practitioners	- Grand Challenges in Assessment - Higher Learning Commission - Associations: Association for Institutional Research, Association for the Assessment of Learning in Higher Education - Teaching graduate level evaluation class	

Appendix A. UAS Accomplishment Updates to Assessment Advisory Council[13]

Table of UAS activities, projects, and services between April 5 and September 10, 2021

Degree Program Assessment	General Education Program Assessment	Alumni Outcomes	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
Process for the Review of Academic Assessment Plans (PRAAP) Program Review 2023 cohort's feedback will be provided during the 2021-2022 academic year Current program assessment plans from Program Review 2024 cohort will be distributed to AAC members for review and feedback during spring 2022 _____ Assessment Update Programs asked to submit 2020-2021 Assessment Update during spring/summer 2021 Feedback on submissions is being finalized now	General Education Review Task Force Faculty/staff will review and revise the General Education program over the next few years Executive Committee is leading the process Three work groups completed tasks during late spring and summer 2021 Executive Committee will meet in fall 2021 to review and discuss work groups' summer tasks	Labor Market Outcomes Project Update of data during summer 2021 included: * Undergraduate and graduate alumni who * Received their degrees between 2003 and 2017 and * Salary and industry data through March 2019 Planned uses of the results include: * Supplementing survey responses * Longitudinally examining labor market outcomes * Demonstrating accountability/ Advocating for the University	Beginning College Survey of Student Engagement (BCSSE) Administered online to incoming first-year students during the summer 2021 Preview orientation sessions Newly-developed version for transfer and delayed-entry students administered online during summer 2021	University College: Developing and administering assessments of academic supports and services	Center for Civic Engagement: Participating in an inter-institution initiative through the American Democracy Project Department of Technology: * Met with site visit team for B.S. in Construction Management's accreditation with the American Council for Construction Education (ACCE) * Will develop a department-based survey of alumni with program-specific items Office of the Provost: * Discuss relevant data and measures to examine the impact of professional development and support at faculty and student levels		Active service on: * University Teacher Education Assessment Committee * General Education Review Executive Committee * Academic Planning Committee * GROWTH Change Leadership Team * CAEP Advanced Programs Planning Workgroup * Center for Civic Engagement Advisory Board * Staff Success Team

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[13] Compiled from AAC meeting notes by D.J.H. Meyers, Assistant Director, UAS and AAC Chairperson

Degree Program Assessment	General Education Program Assessment	Alumni Outcomes	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
and will be provided to programs in fall 2021 (cont'd on next page) Programs will be asked to submit 2021-2022 Assessment Update in spring 2022					(cont'd on next page) * Discuss how findings from *National Faculty and Staff Health Assessment* can be used to inform faculty and staff success initiatives Office of Student Research: Discuss *Student Summer Research Survey* Health Promotion and Wellness: Facilitating survey of students regarding their financial literacy/security School of Communication/M.A., M.S. in Communication: Assist with revising program assessment plan		

Table of UAS activities, projects, and services between September 13 and October 15, 2021

Degree Program Assessment	General Education Program Assessment	Alumni Outcomes	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
Process for the Review of Academic Assessment Plans (PRAAP) Program Review 2023 cohort's feedback will be provided during the 2021-2022 academic year Assessment plans from Program Review 2024 cohort will be distributed to AAC members for review and feedback during spring 2022 _____ Assessment Update Programs asked to submit 2020-2021 Assessment Update during spring/summer 2021, and feedback provided in fall 2021 Programs will be asked to submit 2021-2022 Assessment Update in spring 2022	General Education Review Task Force Faculty/staff will review and revise the General Education program over the next few years Executive Committee is leading the process Three work groups completed tasks during late spring and summer 2021 Executive Committee will meet in fall 2021 to review and discuss work groups' summer tasks	Labor Market Outcomes Project Update of data during summer 2021 included: * Undergraduate and graduate alumni who * Received their degrees between 2003 and 2017 and * Salary and industry data through March 2019 Planned uses of the results include: * Supplementing survey responses * Longitudinally examining labor market outcomes * Demonstrating accountability/ Advocating for the University	Beginning College Survey of Student Engagement (BCSSE) Administered online to incoming first-year students during the summer 2021 Preview orientation sessions Newly-developed version for transfer and delayed-entry students administered online during summer 2021	Office of the Provost: Developing a Staff Success survey Department of Special Education: Administering an alumni survey for the Director of Special Education Post-Master's Graduate Certificate	Center for Civic Engagement: Participating in an inter-institution initiative through the American Democracy Project Department of Technology: Will develop a department-based survey of alumni with program-specific items Center for Teaching, Learning, and Technology: Assistance with using advanced features in Qualtrics Department of Special Education: Assistance with developing and administering an alumni survey for M.S., M.S.Ed. in Special Education program		Active service on: * University Teacher Education Assessment Committee * General Education Review Executive Committee * Academic Planning Committee * GROWTH Change Leadership Team * CAEP Advanced Programs Planning Workgroup * Center for Civic Engagement Advisory Board * Staff Success Team

Table of UAS activities, projects, and services between October 18, 2021, and February 11, 2022

Degree Program Assessment	General Education Program Assessment	Alumni Outcomes	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
Process for the Review of Academic Assessment Plans (PRAAP) Program Review 2023 cohort's feedback will be provided during spring 2022 Assessment plans from Program Review 2024 cohort will be distributed to AAC members for review and feedback during spring 2022 _____ Assessment Update Programs asked to submit 2020-2021 Assessment Update during spring/summer 2021, and feedback provided in fall 2021 Programs will be asked to submit 2021-2022 Assessment Update in spring 2022	General Education Review Task Force Faculty/staff reviewing and revising the General Education program over the next few years Executive Committee is leading the process Three work groups completed tasks during late spring and summer 2021 Executive Committee met in fall 2021 to review and discuss work groups' summer tasks General Education Student Survey Will be administered to undergraduate students during spring 2022 Findings can be disaggregated based on academic variables for interpretation	Labor Market Outcomes Project Update of data during summer 2021 included: * Undergraduate and graduate alumni who * Received their degrees between 2003 and 2017 and * Salary and industry data through March 2019 Planned uses of the results include: * Supplementing survey responses * Longitudinally examining labor market outcomes * Demonstrating accountability/ Advocating for the University	Beginning College Survey of Student Engagement (BCSSE) Administered online to incoming first-year students during the summer 2021 Preview orientation sessions Newly-developed version for transfer and delayed-entry students administered online during summer 2021	Office of the Provost: * Developing a Staff Success survey * Administering a NCFDD satisfaction survey Department of Special Education: Administering an alumni survey for the Director of Special Education Post-Master's Graduate Certificate	University College, Visor Academic Center: Assistance with tutoring assessment Department of Economics: Assistance with gathering alumni data and administering alumni survey for undergraduate program School of Communication: Assistance with master's degree program assessment plan College of Education: Assistance with DEI strategic assessment plan School of Theatre and Dance: Assistance with DEI objectives and assessments		Active service on: * University Teacher Education Assessment Committee * General Education Review Executive Committee * Academic Planning Committee * GROWTH Change Leadership Team * CAEP Advanced Programs Planning Workgroup * Center for Civic Engagement Advisory Board * Staff Success Team * LMS Advisory Group

Table of UAS activities, projects, and services between February 14, and March 11, 2022

Degree Program Assessment	General Education Program Assessment	Alumni Outcomes	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
Process for the Review of Academic Assessment Plans (PRAAP) Program Review 2023 cohort's feedback will be provided during spring 2022 Assessment plans from Program Review 2024 cohort will be distributed to AAC members for review and feedback during spring 2022 _____ Assessment Update Programs will be asked to submit 2021-2022 Assessment Update in spring 2022 Submissions will be reviewed by council members and feedback provided in fall 2022	General Education Review Task Force Faculty/staff reviewing and revising the General Education program over the next few years Executive Committee is leading the process Three work groups completed tasks during late spring and summer 2021 Executive Committee met in fall 2021 to review and discuss work groups' summer tasks General Education Student Survey Will be administered to undergraduate students during spring 2022 Findings can be disaggregated based on academic variables for interpretation	Labor Market Outcomes Project Update of data during summer 2021 included: * Undergraduate and graduate alumni who * Received their degrees between 2003 and 2017 and * Salary and industry data through March 2019 Planned uses of the results include: * Supplementing survey responses * Longitudinally examining labor market outcomes * Demonstrating accountability/ Advocating for the University	Beginning College Survey of Student Engagement (BCSSE) Administered online to incoming first-year students during the summer 2021 Preview orientation sessions Newly-developed version for transfer and delayed-entry students administered online during summer 2021 Will be administered to students during the summer 2021 Preview orientation sessions	Office of the Provost: * Developing a Staff Success survey * Developing Exit Survey items for all academic degree programs Peace and Conflict Resolution Studies minor program: Assistance with developing and administering an alumni survey University College, Orientation and Training Services: Administering the Transfer Registration and Orientation Day evaluation Department of Economics: Reporting for undergraduate exit survey	College of Education: Assistance with DEI strategic assessment plan Wonsook Kim School of Art: Assistance with developing a School-based survey Planning, Research, and Policy Analysis: Assistance with an institutional benchmarking project		Active service on: * University Teacher Education Assessment Committee * General Education Review Executive Committee * Academic Planning Committee * GROWTH Change Leadership Team * CAEP Advanced Programs Planning Workgroup * Center for Civic Engagement Advisory Board * Staff Success Team * LMS Advisory Group

Appendix B. HLC Alignment & Monitoring

1. HLC Criteria

Criterion	HLC example evidence[14]	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.[15]
	Sample evaluations of activities that support the learning claimed in activity.	Evidence of learning. From UAS: - NSSE - Gen ed assessment - Alumni outcomes (survey & IDES)
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.	Learning goals are articulated in program assessment plans and archived online.[16]
	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? [17] To UAS' knowledge, a methodology does not exist at the institution level to distinguish between 1) learning taxonomies or 2) organizationally (course, program, college, institution). An institutional framework for assessment and institutional effectiveness is included in the UAS annual report and planning document, but has not been endorsed by an ISU entity.
	Departmental improvement plans.	UAS is not responsible for improvement plans, but does archive program-level assessment plans on its website.
	General education learning goals and curriculum.	NSSE information is referenced in accreditation documents. UAS continues to administer the NSSE and makes information available on the NSSE Power BI app and other reports. It is unknown if this information has been shared with the CGE or other general education governance entities.

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[14] Higher Learning Commission, Providing Evidence for the Criteria for Accreditation, http://download.hlcommission.org/ProvidingEvidence_INF.pdf and Higher Learning Commission, 2020 Resource Guide, http://download.hlcommission.org/HLCResourceGuide_INF.pdf

[15] https://illinoisstate.edu/about/accreditation/program/

[16] https://assessment.illinoisstate.edu/program/

[17] 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

Criterion	HLC example evidence[14]	Current inventory & status
		Evidence for the use of direct evidence related to inquiry is unknown. For the NSSE and BCSSE instruments, UAS provides a list of deliverables that have been negotiated with the Provost unit. These are in Appendix A.
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, **assessment of student learning;** and establishment of academic credentials for instructional staff.	Documentation of professional development and training opportunities for staff and faculty, including support for instructional design.	UAS provides: 1. Professional development series. 2. PRAAP and annual update meetings with individual programs. 3. Assessment Initiative Award.
3.D. The institution provides support for student learning and effective teaching.	Documentation of NSSE and BCSSE data	UAS continues to administer the NSSE and makes information available on the NSSE Power BI app and other reports. UAS has provided NSSE and BCSSE results to EDA for analytics and advising reports.
3.E. The institution fulfills the claims it makes for an enriched educational environment.	NSSE and BCSSE	UAS collaborates and shares data with the assessment coordinator in the center for civic engagement.
3.S. The institution provides high quality education, wherever and however its offerings are delivered.	NSSE	Documentation of NSSE and BCSSE data
4.A.1. The institution maintains a practice of regular program reviews and acts upon the findings. 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.	UAS provides labor market outcomes through a data-matching project. Data includes graduates between 2003 and 2017. UAS supports program-level alumni surveys.
	Documentation of engagement of faculty, academic administration, and governing board in academic program review process.	Program review process / PRAAP.[18]
	Program review policy, processes, schedule and guidelines.	UAS engages with academic departments through the PRAAP process.
	Sample program review.	Samples available.
	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.).	UAS provides labor market outcomes through a data-matching project. Data includes graduates between 2003 and 2017. UAS supports program-level alumni surveys.
	Licensure or certification exam results.	UAS does not collect or document licensure or certification pass rates.

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[18] https://provost.illinoisstate.edu/planning/

Criterion	HLC example evidence[14]	Current inventory & status
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 that it claims for its curricular and co-curricular programs.	General education and course, program and institution-level learning goals and outcomes.	General education goals currently exist. UAS is responsible for the general education student survey. The survey was administered in spring 2019 and spring 2022. NSSE data is collected that may align with general education outcomes. It is unknown if NSSE results have been shared with general education governance entities.
4.B.3. The institution uses the information gained from assessment to improve student learning.	Annual reports of the assessment process.	UAS conducts an annual report.[19] There is not an annual report of an institution-level assessment process to UAS' knowledge.
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	Curriculum maps.	Some academic programs may have curriculum maps. UAS is not aware of institution-level curriculum maps.
	Assessment and/or curriculum committee minutes.	See AAC minutes.
	Meeting minutes and agendas demonstrating departmental use of assessment data with evidence of action taken based on review and analysis of data	Program-level processes for using assessment data are included in program assessment plans and evaluated through the PRAAP process.
	Co-curricular assessment	UAS has a meaningful and collaborative relationship with planning and improvement entities outside of academic affairs, including PRPA, EDA, and student affairs assessment. UAS meets monthly with the 1) student affairs assessment director and 2) planning and improvement directors.
	Institutional learning outcomes and rubrics.	UAS is not aware of institution-level learning outcomes or rubrics for assessing them.
	Assessment plan and/or process and calendar/cycle.	Schedules for program-level meta-assessment are included in the program review and PRAAP processes. UAS is not aware of an institution-level assessment process, cycle or calendar. A survey schedule is articulated in the UAS annual report and planning document, but not has not been endorsed by an ISU unit.
	Documents and reports using direct measures for assessment of student learning.	The only direct measures of student learning at the institution-level UAS is aware of could be related to general education assessment.

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[19] https://assessment.illinoisstate.edu/

Criterion	HLC example evidence[14]	Current inventory & status
5.A.2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.		UAS utilizes tools that support decision-making, but does not have evidence on use or engagement.
5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.	Documentation delineating linkage between planning, budgeting and evaluation/assessment.	UAS as an office links planning and budgeting.
	Evidence of resources used to aid in planning activities, such as, state reports on demographics, industry/vocational employment demands, etc.	UAS collects data on labor market outcomes, but not labor market demand.
	Student learning and academic program assessment documentation.	Program-level assessment learning goals and assessment plans are archived online.[20] The PRAAP and annual update process is also articulated.
	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.).	UAS collects satisfaction and other indirect outcome data at the institution level.
	Key performance indicators/dashboard.	UAS incorporates data results into online Power BI applications.
	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).	UAS notifies the Assessment Advisory Council (AAC) about regular projects and compiles the updates in an annual report.

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[20] https://assessment.illinoisstate.edu/program/

2. HLC Assumed Practices

Assumed Practice	Coordination
A.6. The institution assures that all data it makes public are accurate and complete, including those reporting on student achievement of learning and student persistence, retention, and completion.	- UAS places institution-level engagement survey results online.[24] Analytic applications exist, but are not capable of being put online or in a dashboard format at this time. - All program assessment reports are online.[25]
B.2.d. Faculty participate substantially in analysis of data and appropriate action on assessment of student learning and program completion.	- Involvement in PRAAP process. - Assessment Advisory Council
C.6. Institutional data on assessment of student learning are accurate and address the full range of students who enroll.	- UAS is responsible for evidence at: 1. Matriculation – BCSSE 2. First year – NSSE 3. Senior – NSSE 4. Post-graduate – labor market outcomes

3. HLC Framework for Assessment and Student Success[26]

Data collected and available / **Potentially collected, but current status unknown** / **In progress**

Learning environment & supports	Exit point outcomes & measures	External measures	Systems measures
Processes for determining supports & success of support offerings	Attainment of institutional goals	Successful transfer & number of credits retained	Disaggregated data on student variables
Prior-learning acceptance/transfer	Learning outcomes attainment **NSSE** **General education assessment** **Exit survey**	Entry into & completion of further education	Credential landscape
Student satisfaction & engagement **NSSE**	Graduation	Employment or advancement **Labor market data (UAS)**	Employer satisfaction
Retention & persistence	Return on investment **Labor market data (UAS)**	Debt/default rate	Community & civic engagement
Institution-specific variables on context, setting, & student population	Non-cognitive skill attainment	Licensure pass rate	Well-being **NSSE**

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[24] https://assessment.illinoisstate.edu/surveys/student/
[25] https://assessment.illinoisstate.edu/program/
[26] 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 and Higher Learning Commission (2019, February), *Defining Student Success Data: Recommendations for a Glossary of Terms*, http://download.hlcommission.org/initiatives/StudentSuccessGlossaryofTerms_2019.pdf

Appendix C. Equity, Diversity & Inclusion in Assessment

Terminology

Bias free assessment	Culturally responsive assessment	Socially just assessment	Deconstructed assessment	Assessment for social justice
Equity minded assessment	Participatory action assessment	Decolonized assessment	Contextualized assessment	Empowerment assessment
		Assessment using indigenous methodologies		

Where is your unit or organization?

Groups / individuals addressing EDI & assessment

Contextualizing diversity assessments (university assessment)

Defining student success differently for different students

Disaggregation of data

Seeing students as assets, not deficits

Using assessment data to close gaps

Confronting EDI and assessment topics
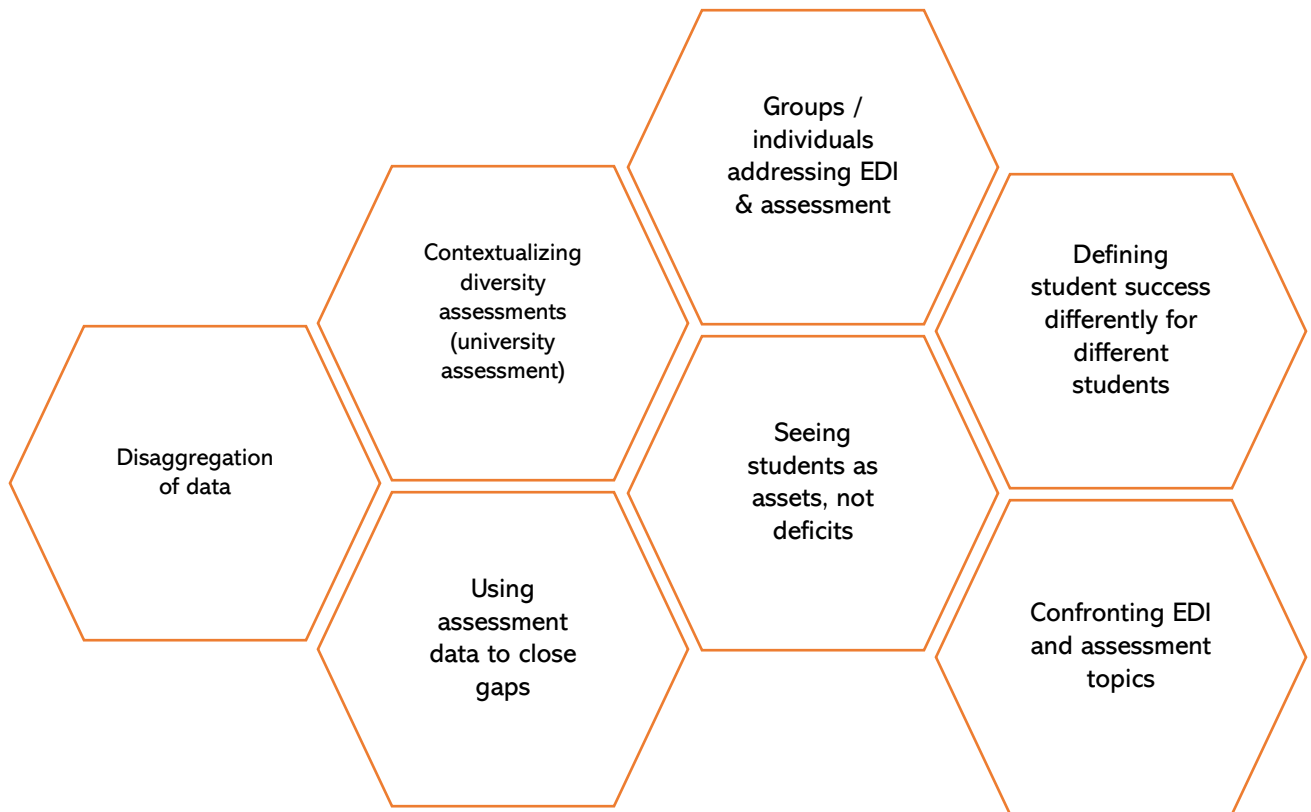
Four Assessment Tools[27]
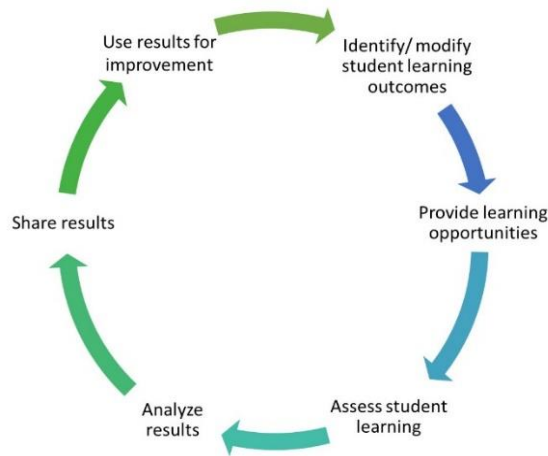
What values are embedded in this model?

- Linear thinking
- Assessment and evaluation are something that happens to people, not something they are part of
- Epistemological authority rests with the evaluator
- Oriented towards the future
- Closing the loop
- Other? What do you think and feel?
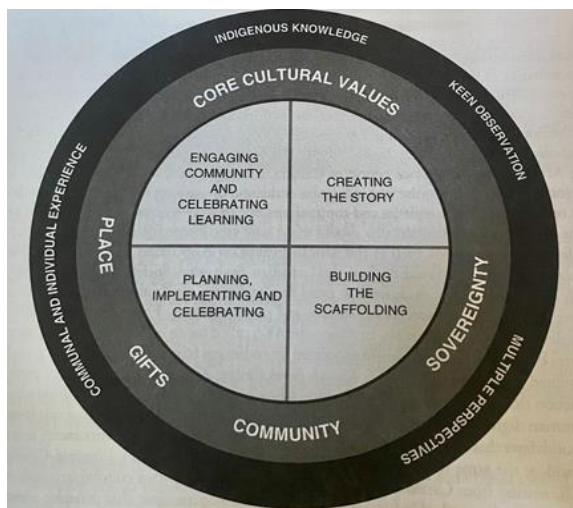
Image from *Indigenous Research Methodologies*, 2020, B. Chilisa

What values are embedded in this model?

- Community gathering
- Dialog (not two-way monologue)
- Improving together
- Multicultural validity
- Continuing the cycle
- Oriented in the present
- Listening and looking
- Honoring assets
- Other? What do you think and feel?

Assessment, EDI & Design Thinking
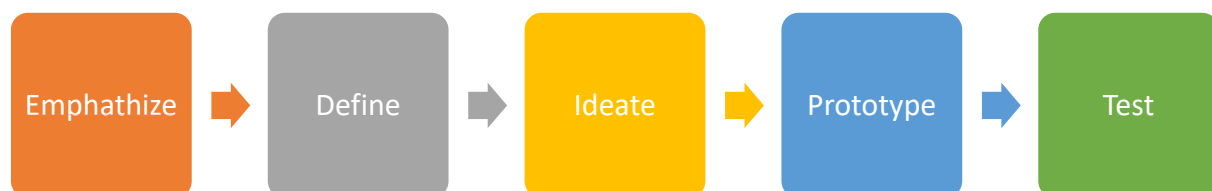
Image from Allworth, J., D'Souza, L., & Henning, G. (2021). *Design Thinking in Student Affairs*. Sterling, WV: Stylus.

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[27] Some ideas from or adapted from T. McNair, E. Bensimon, & L. Malcom-Piqueux, 2020, From *Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education*, SF: Jossey Bass; K. Yousey-Elsener, *Use an Equity Lens in Assessment Work,* 2021, Webinar through Paper Clip Communications; B. Chilisa, 2021, *Indigenous Research Methodologies*, Thousand Oaks, CA: Sage.

Disaggregating data to make inequities visible (chart from Yousey-Elesener, 2021, see footnote 21)

■ White ■ Latinx ■ Asian ■ Black

	White	Latinx	Asian	Black
Internships	75%	73%	76%	72%
Research	65%	58%	64%	60%
Study Abroad	25%	15%	16%	18%
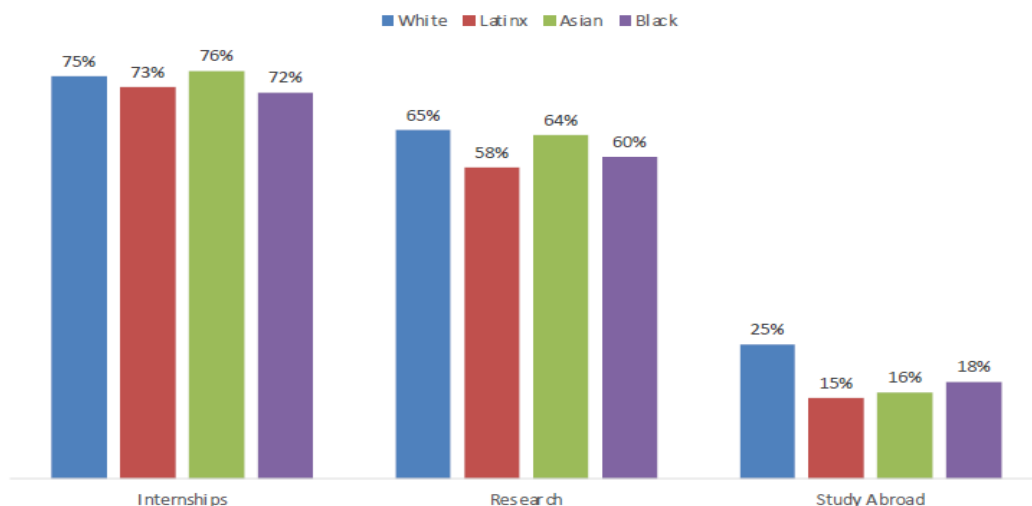
Asset based mindset (questions from Yousey-Elesener, 2021, see footnote 21 for full source)

Deficit Model
Why are Latino students not participating in student activities? Why do black students have lower graduation rates?
Not motivated, they don't know how to navigate college, they are not prepared

Asset Model
What motivates Latino students to participate in student activities?
How can we change our systems to motivate students? What barriers can we change? How can we show students how to succeed?[28]

Challenge models and analytic practices

"Critical quantitative research (Quantcrit) acknowledges that all data and analysis methods introduce biases and strives to minimize and explicitly discuss these biases.[29]

Instead of using p-values to represent uncertainty, QuantCrit researchers use confidence intervals to create a more nuanced and less biased interpretation of findings.

- QuantCrit researchers minimize student data aggregation, representing as much diversity in student outcomes as their data can reasonably allow. When aggregating data, QuantCrit researchers should do so in transparent ways that do not erase students and respect their identities.
- When developing statistical models, QuantCrit researchers explore the additional information that including interaction terms for demographic variables provides. By having an interaction term for gender and race, a model can predict the impacts of sexism and racism in ways that are not merely additive.

When discussing differences between demographic groups, QuantCrit researchers don't refer to them as the impacts of gender or race gaps but the impacts of sexism and racism."

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[28] Asset / deficit text and disaggregating data chart from Yousey-Elsener, 2021.
[29] Directly quoted from STEM Equity, https://stemequity.net/what-is-quantcrit/

Appendix D. Exit Survey Background & Progress

Table 1. Post Graduate Outcomes

Outcome	Indicators	Data sources	Unit
Employment / career	Wages	IDES	UAS
	Job placement (estimated)	IDES	UAS
	Retention in state (estimated)	IDES / census	UAS
	Job stability	IDES	UAS
	Employment industry	IDES	UAS
	Employment occupation	IDES	UAS
	Exit and first destination	NACE	Career services
Continuing education	Graduate school enrollment	Clearinghouse	? PRPA, enrollment mgmt services
	Graduate school degree attainment	Clearinghouse	? PRPA, enrollment mgmt services
Satisfaction with ISU	Satisfaction - Courses in major & gen ed - Impact of faculty / staff member - Recommendations - Sense of belonging / caring by ISU - Evaluation of entire experience	Exit survey Alumni survey	• Academic units • Student affairs assessment / career services • UAS provides question bank (proposed)
Quality of life	Quality of life - Sense of purpose - Social well-being - Financial well-being - Community well-being - Physical well-being - Work-life balance	Exit survey Alumni survey	• Academic units • Student affairs assessment / career services • UAS provides question bank (proposed)
Affinity	Affinity	Surveys ?	Advancement

Background

Historically, ISU administered the IBHE Baccalaureate-Graduate Follow Up Survey (BGFUS). The survey was required by the state of Illinois. All institutions in Illinois were provided with a set of questions. Individual institutional responses were delivered to IBHE. IBHE compiled responses into a large dataset for all Illinois institutions. The survey asked students about employment, educational experiences following graduation, satisfaction, and the relationship between a student's degree and employment.[30] These surveys were generally administered one, five, and nine years after graduation. The survey included paper and online formats.

As far as the University Assessment Services (UAS) unit is aware, IBHE has not asked for alumni survey results in several years. In recent years, administration of the survey has been focused on programs in the academic program review schedule. As with most surveys – and alumni surveys in particular – response rates have been low. Response rates for ISU alumni surveys have historically been lower than at other institutions.[31]

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[30] University of Illinois, Office for Planning and Budgeting, Graduate Survey, https://www.pb.uillinois.edu/what-we-do/other-system-services/graduate-survey.cfm
[31] IBHE, Baccalaureate Follow-up Survey, Response Rates, Table A-1 (1997 and later years).

Table 2. Past Challenges & How They Have Been Addressed

Challenge	Addressed
Low response rates	• Matched labor market records to capture wage information from other sources and reduce need for survey or survey questions • Use of incentives • Changing invitation signatory • Increased department or program-level engagement
Linked data	• Project nest / first-destination; not resolved • Using EMPL ID in IDES project
Institutional coordination	• Data directions group (organized by E Thomas) • Presented as an issue
Scale (scaling results vertically or horizontally to the institution level)	• Presented as an issue

HLC Criteria Alignment[32]

4.A.6. The institution ensures the quality of its educational offerings. 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.

Definitions

- *Knowledge Rate* refers to the percent or number of graduates of which ISU has reasonable and verifiable information. [33] This information may come from a survey, data obtained from data sources like the National Student Clearinghouse or state wage records, or from secondary sources, like social media.
- *Response or Outcomes Rate* refers to the percent or number of graduates who respond to requests for information or whose data from external sources can be verified.
- *Graduating Class* is defined as students who graduate in August, December or May in a given year.
- *Data Sources* can be indirect or direct. Direct data sources include ISU or state labor market records. Indirect sources are survey data or data mined from secondary sources, like social media.
- *First destination data captures* information regarding new college graduate career, continuing education and other information, usually between 6 and 12 months following graduation.

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[32] HLC Criteria, https://www.hlcommission.org/Policies/criteria-and-core-components.html
[33] See National Association of Colleges & Employers, *Standards & Protocols,* http://www.naceweb.org/uploadedfiles/pages/advocacy/first-destination-survey-standards-and-protocols.pdf

Benchmarking

Aspirational

University of Georgia

- Career Outcomes Project - https://career.uga.edu/outcomes
- First destination project

University of Illinois

- Illini Success - https://illinisuccess.illinois.edu/
- First destination project

First Destination Examples

University of Illinois-Chicago

- Administered by Institutional Research & Career Services
- First-destination survey of graduates six months after graduation
- Results online: https://oir.uic.edu/surveys/student-surveys/
- See also: https://careerservices.uic.edu/students/student-success-stories/graduate-outcomes/
- Response rate of about 25%. Survey combines information with LinkedIn document analysis to increase response rate an additional 10%

Illinois Institute of Technology

- Career Outcomes - https://careeroutcomes.iit.edu/
- First destination project

Drake University

- Measure of Success - https://www.drake.edu/media/departmentsoffices/professionalcareerdevelopmentservices/documents/21_0164%20PCDS_Infographic_Digital.pdf
- First destination project

Illinois Wesleyan University

- Graduate Outcomes - https://www.iwu.edu/career-center/graduate-outcomes/
- First destination project

Appendix E. HLC Addendum to the Assurance Argument: General Education Assessment

Please provide evidence of General Education data being used to inform improvements in student learning.

In 2014, the University updated its assessment plan for General Education in connection with a redesign of the program. The updated plan provides for assessment of student learning in nine General Education content categories in accordance with a schedule spanning a seven-year period beginning in 2013-2014. The nine categories are Communication/Composition and Critical Inquiry, United States Traditions, Individuals and Civic Life, Mathematics, Quantitative Reasoning, Social Sciences, Sciences, Humanities, and Fine Arts.

Assessment in one of the nine categories, Communication/Composition and Critical Inquiry, is conducted at multiple times during the seven-year period by faculty of the two courses in the category. Both of these courses, Communication as Critical Inquiry (COM110) and Composition as Critical Inquiry (ENG101; part of the University Writing Program), are required of all first-year students and have established assessment processes that are independent of the centralized program assessment. The most recent assessment reports for these two courses are attached (see *COM110 Assessment Report (Brief)* and *Writing Program Assessment, Fall 2017: Preliminary Final Week Survey Data*). Among the actions taken thus far to improve student learning in COM110, based on assessment findings, are revising the portfolio assignment to address grade inflation, developing pedagogy and course materials that address and are aligned with the General Education program goals and learning outcomes, and generating a list of descriptive and constructive feedback to foster student improvement over time. For ENG101, student feedback has been used primarily to develop professional development resources for graduate assistants teaching the course. At a semi-annual writing summit, for example, instructors received guidance in planning class activities and assignments that align with the learning outcomes. Sample student assignments for each outcome have also been provided to the instructors.

Assessment in the eight other General Education categories involves sampling and reviewing completed student assignments and course syllabi. That work is overseen by the Council on General Education, the shared governance entity responsible for the General Education program at Illinois State. The Council is supported in these efforts by University Assessment Services staff.

This past year, a new process was piloted for the United States Traditions category. Student assignments were reviewed by a panel of faculty members teaching courses in the category. Prior to being shared broadly with all faculty teaching in the United States Traditions category, a report of findings was provided to the Council on General Education and then shared with small groups of faculty to discuss the findings and gather their interpretations and suggestions for improving student learning based on their pedagogical experiences. University Assessment Services will provide a summary report of these faculty discussions to the Council on General Education. This coming academic year, the Council will disseminate to faculty teaching courses in the category its recommendations for course content or delivery modifications based on the small group faculty discussions.

In 2019-2020, the institution will begin faculty reviews of student assignments in five additional categories: Individuals and Civic Life, Mathematics, Quantitative Reasoning, Social Sciences, and Sciences. As with the United States Traditions category, University Assessment Services will compile and provide a summary report of the findings for each category to the Council on General Education that then will be shared with faculty teaching in the category for their interpretations and suggestions for improvement. Collection and review of student assignments from the last two categories, Humanities and Fine Arts, will be completed in 2019-2020 and 2020-2021, respectively.

To supplement these direct measures of assessment, University Assessment Services worked with the Council on General Education in spring 2019 to develop and administer the General Education Student Survey. University

Assessment Services will share survey results (see *General Education Student Survey*) with the Council in fall 2019. University Assessment Services plans to administer the survey a second time in 2019-2020 and may work with the Council on General Education to develop and administer a similar survey to faculty members, to obtain their perceptions regarding student learning and General Education program design. Illinois State developed a cohort model for staggered administration of surveys of student engagement [the Beginning College Survey of Student Engagement (BCSSE) and the National Survey on Student Engagement (NSSE)] but has determined that administering both surveys every year can assist with several University initiatives regarding student retention and success. Results from these surveys also include meaningful information regarding General Education experiences, such as students' perceptions of their learning and development regarding clear and effective written and oral communication, critical and analytical thinking, and working effectively with others. Examining student responses across their first year (i.e., from both the BCSSE and the NSSE) will provide another indicator of how well the General Education program is helping students attain the learning outcomes.

Regarding additional use of assessment findings to make General Education program changes, the communication and English faculty will continue to modify their courses based on assessment findings, and the Council on General Education will send its recommendations to faculty for course content and delivery modifications based on the reviews of student assignments and discussions of those reviews with the faculty teaching in those categories. Changes made by faculty based on those recommendations will continue to be inventoried and archived; however, larger scale changes to the General Education program based on assessment findings over the seven-year cycle will be considered by the Council on General Education in connection with a comprehensive review of the program. That review is scheduled to begin in 2019-2020 and continue into 2020-2021. There are several reasons why the University has adopted this approach, rather than attempting to make significant General Education program changes at different times throughout the seven-year assessment cycle.

First, considering all proposed changes together rather than separately will allow for a more holistic and comprehensive discussion of the overall program, including its goals and learning outcomes, course design and delivery, and student learning and broader program assessment. Second, with the decentralization of academic program delivery at Illinois State, the Council on General Education is not empowered to unilaterally mandate the manner in which academic units and individual faculty members deliver General Education courses. Any significant changes to General Education program design, content, or delivery intended to improve student learning will require university-wide review and approval. That process is lengthy, involving many shared governance partners as well as faculty and students. Attempting to work through that process multiple times to vet multiple proposals for program changes during the seven-year assessment cycle would unnecessarily tax institutional resources, particularly faculty and staff time. Considering changes as part of a single comprehensive review will be a more efficient use of limited institutional resources.

Appendix E. Assessment Advisory Council Membership & Charge, 2021 Update

Assessment Advisory Council Committee Document

(Initial Approval: April 2003; Revised 2018-2020)

Rationale

In 1999, the Provost at Illinois State University established the ad hoc University-Wide Assessment Committee to lead assessment planning and coordination for the University given the assessment-related mandates that were being considered by external agencies. This committee developed a definition, philosophy, and practices for assessment that served as the basis for recommending that specific policies on student learning outcomes assessment be developed and that a standing committee be charged with implementation of those policies. Furthermore, recommendations that included priorities and actions for both the new committee and the Provost were provided to build on assessment efforts, use assessment results, and provide assessment coordination. A follow-up report on each of these recommendations was submitted by the Assessment Coordinating Council (restructured from the University-Wide Assessment Committee) with six items identified to receive additional attention. One of these items was a continued examination and revision of this standing committee and from this, the Assessment Advisory Council (AAC) was established as a standing committee in 2003.

The council's membership included individuals from units across the University who had the knowledge and interest to contribute to the assessment-related discussions, and the committee's responsibilities were related to the alignments between assessment at the University and external accreditation or compliance standards and guidelines, as well as advising the University Assessment Office regarding its activities and initiatives. The purpose of this committee was to bring faculty, staff, and administrators together to address the assessment-related mandates in ways that both honor the culture of learning and assessment at the University and the disciplinary expertise and uniqueness of the faculty.

That same purpose of bringing individuals together remains as council meetings are devoted to discussions that are focused on sharing information among council members, addressing their questions and issues, and determining how to act upon gathered information regarding student learning, growth, and development. Additional meeting activities include professional development sessions and member and guest speakers/presenters to discuss their assessment-related work.

Membership

Because University Assessment Services is situated within the Division of Academic Affairs and this unit's focus is academic-based student learning outcomes assessment, the membership composition of the council should include a faculty majority [i.e., those who are evaluated through the University's Appoint, Salary, Promotion, and Tenure (ASPT) process and including those are who hold faculty rank but currently serve in a staff position, e.g., associate dean] and primarily represent units within the Division of Academic Affairs. Regardless of employee classification or division, members serve because of their responsibilities for and/or interest in the assessment of student learning, growth, and development broadly defined (i.e., assessment both within and beyond the classroom).

Membership should contribute to the overall context of assessment at Illinois State University due to the multiple disciplinary perspectives held by the council members and the communication of information regarding assessment that occurs among the council members and their respective units. Those units listed below are represented on the council because their functions or responsibilities directly or indirectly contribute to the assessment of student learning, growth, and development at the University. The members from those represented units have responsibilities for and/or interest in accreditation (program-specific, college-/university-wide), curriculum (development, budget), compliance (university Program Review, State reporting), and assessment in general through service on committees, coordination and/or management of projects, and discussions and shared understandings through professional development with colleagues. In addition, council members are involved in the collection, reporting, and use of information within and among their units.

Members serving in representative roles are appointed through a request from the council chairperson to their respective unit supervisors (e.g., college deans) or committee chairperson (i.e., Chairpersons/Directors Council). College-based representatives should be faculty, whereas other representatives may be faculty or staff. Members serving in ex-officio roles are asked to serve through a request from the council chairperson due to their positions' responsibilities regarding the management of University-wide assessment of student learning, growth, and development. Members serving in ad hoc roles are asked to serve through a request from the council chairperson because of a recent assessment project on which they have worked or based on a recommendation to serve from another council member. Consideration of other campus committees' work regarding assessment of student learning, growth, and development should be given such that individuals representing the Academic Planning Committee, the Council for Teacher Education, and the Council on General Education may be asked to serve if such representation is not provided through an existing member's service on those committee. Terms of service are not specified as members may serve for as long as they are willing and able or for as long as their responsibilities relate to the council's charge.

Members will consist of the following individuals:

Chairperson. Because much of the council's work is coordinated by University Assessment Services, the chairperson may be a member of this unit's staff if no other members prefer to serve as chairperson. Responsibilities of the chairperson include:

Requesting individuals to serve as council members based on the categories and criteria described here;

Setting the meeting agenda, documenting the meeting minutes, and providing both to council members;

Facilitating the committee work, such as the Process for the Review of Academic Assessment Plans (PRAAP), Assessment Update, and Assessment Initiative Awards (as funding allows);

Remaining knowledgeable of other committees' work as it relates to assessment of student learning growth, and development (e.g., Academic Planning Committee, Council for Teacher Education, Council on General Education) and communicating the council's work to others (e.g., relevant committees, Office of the Provost staff); and

Other duties as necessary based on the council's work.

Representative members

- College of Applied Science and Technology
- College of Arts and Sciences
- College of Business
- College of Education
- Wonsook Kim College of Fine Arts
- Mennonite College of Nursing
- Milner Library
- Chairpersons/Directors Council
- Center for Civic Engagement
- University College
- Planning, Research, and Policy Analysis
- Division of Student Affairs

Ex-officio members:

- Director of Assessment and Engagement Initiatives, Office of the Vice President for Student Affairs
- Director, University Assessment Services (if not already serving as the council chairperson)

Ad hoc members.

Responsibilities

The Assessment Advisory Council (AAC) meets periodically throughout the academic year to review processes related to the assessment of student learning, growth, and development and to discuss various reports and utilization of assessment findings to improve student learning, growth, and development. Based on this continuous review, the council recommends additions to, deletions from, and modifications of these processes to advance the quality of student learning, growth, and development at Illinois State University. The council works to ensure that appropriate resources are provided for assessment activities.

Specifically, the AAC will serve the University in four areas related to the assessment of student learning, growth, and development:

1.   Support for University Assessment Services (UAS)

The council serves in an advisory role for the UAS staff regarding the projects, activities, and services that are offered by this unit and are related to the assessment of student learning, growth, and development. The council provides guidance to UAS staff in their gathering (e.g., streamlining the methods, targeting specific stakeholders), reporting (e.g., combining data from different sources, using a consistent structure), and using (e.g., responsible, purpose of making informed decisions) of information regarding student learning, growth, and development across the University. Because of this, the council's meeting agendas should include information and time devoted to reporting and discussing UAS work.

2.   Support for Program-Level Assessment

The council's work directly relates to the assessment of student learning, growth, and development within academic degree programs through the Process for the Review of Academic Assessment Plans (PRAAP). This activity involves council members' review of and feedback on the program assessment plans for academic degree programs prior to beginning the Program Review self-study process (facilitated by the Office of the Provost).The council chairperson then meets with faculty and staff of those academic degree programs to share the council's feedback on the program assessment plans and discuss options for continued implementation of or revisions to the program assessment plans. Council members who represent and/or are situated within those units that administer the academic degree programs (e.g., associate dean) may attend those meetings as they are able. To encourage continuous improvement of student learning, growth, and development within academic degree programs, Assessment Updates are requested from faculty and staff of the academic degree programs. Council members review and provide feedback on these submissions, and their submissions and the council members' feedback on those submissions are shared with the council members who represent those units (i.e., associate dean). As funding is available, council members also review proposals for and select recipients of the Assessment Initiative Awards that are sponsored by University Assessment Services to provide financial and professional support for conducting assessment studies or program evaluations.

3.   Support for University Strategic Planning

The council supports the University as it continues to work toward embedding principles for the assessment of student learning, growth, and development into the planning and budgeting process. With the adoption of Educate Connect Elevate: Illinois State – The Strategic Plan for Illinois' First Public University 2018-2023, several strategic directions, objectives, and actions related to student learning, growth, and development have been established. The council can contribute to the University's work in implementing the strategic plan through such areas as:

•   I.B.2. Maximize employee growth through learning and professional development opportunities

•   I.D.2. Increase collaboration across departments and divisions

•   II.C.2. Further integrate curricular and co-curricular programs that prepare students for success

•   IV.C.2. Support efforts to assess student career outcomes and placement in graduate and professional school

4.   Support for Accreditation and Compliance

The council is informed and consulted as necessary regarding both accreditation and compliance processes as they relate to the assessment of student learning, growth, and development within academic degree programs or units. Such processes include:

•   University accreditation [i.e., with the Higher Learning Commission (HLC)], and

•   Specialized program accreditation of both academic units [e.g., Council for the Accreditation of Educator Preparation (CAEP); Association to Advance Collegiate Schools of Business (AACSB International)] and academic programs.

As mandated changes regarding the assessment of student learning, growth, and development within academic degree programs or units occur at the national (i.e., Department of Education) and/or state [i.e., Illinois Board of Higher Education (IBHE)] levels, the council contributes by providing recommendations to the University administration regarding their implementation at Illinois State University.

Appendix F. Previous Annual Reports

- [2000](#)
- [2001](#)
- [2002](#)
- [2004](#)
- [2005](#)
- [2006](#)
- [2007](#)
- [2008](#)
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- [2019](#)
- [2020](#)
- [2021](#)

Appendix G. Current UAS staff & Assessment Advisory Council

UAS Staff

Ani Yazedjian, Associate Provost

Derek Meyers, Assistant Director

- Start date in UAS: November 16, 2010

Emmalie Shuck, Office Aide

- Start date in UAS: November 16, 2011

Ryan Smith, Director

- Start date in UAS: July 1, 2011

Assessment Advisory Council

- Jill Benson, Associate Dean, Dean of Students Office (Division of Student Affairs)
- Josh Brown, Professor, Department of Technology (Ad hoc member)
- Christine Bruckner, Assistant Director, Center for Civic Engagement (Center for Civic Engagement)
- Traci Carte, Director, School of Information Technology (Chairpersons/Directors Council)
- SeonYoon Chung, Associate Dean, Mennonite College of Nursing (Mennonite College of Nursing)
- Tamra Connor, Associate Dean, College of Business (College of Business)
- Stacey Jones-Bock, Associate Dean, College of Education (College of Education)
- Chad Kahl, Professor, Milner Library (Ad hoc member)
- Derek Meyers, Assistant Director, University Assessment Services (Chairperson)
- Cara Rabe-Hemp, Associate Dean, College of Applied Science and Technology (College of Applied Science and Technology)
- Rocío Rivadeneyra, Associate Dean, College of Arts and Sciences (College of Arts and Sciences)
- Amy Roser, Coordinator, University College (University College)
- Sara Semonis, Associate Dean, Wonsook Kim College of Fine Arts (Wonsook Kim College of Fine Arts)
- Laurie Sexton, Coordinator, Cecilia J. Lauby Teacher Education Center (Ad hoc member)
- Jennifer Sharkey, Associate Professor, Milner Library (Milner Library)
- Sarah Smelser, Professor, Wonsook Kim School of Art (Ad hoc member)
- Ryan Smith, Director, University Assessment Services (Ex officio member)
- Erin Thomas, Director of Advancement and Assessment, Office of the Vice President for Student Affairs (Ex officio member)
- Lisa Tranel, Associate Professor, Department of Geography, Geology, and the Environment (Ad hoc member)