University Assessment Services

Academic Affairs

FY 2014 Annual Report

Submitted: March 2014

Illinois State University
Academic Affairs
FY14 Annual Report*

Note: This annual report covers the time period 3/1/13 through 2/28/14

I. Accomplishments and Productivity for FY14

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

Table 1 illustrates how UAS goals align with and support institutional, state, and accreditation goals through *Educating Illinois*, the *Public Agenda for Higher Education* in Illinois, and the Higher Learning Commission Standards for Accreditation (adopted in 2012).

Table 1. UAS Goal Alignment

UAS Goal	Goal/Standard Alignment		
1. Actively participate in the planning, implementation, analysis, summarization of results and dissemination of findings for institution-wide assessment efforts.	Educating Illinois	Goal 1 – Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promotes their success.	Strategy 1.2. – Strengthen the University's commitment to continuous improvement of educational effectiveness as reflected in student learning outcomes. - 1.2.A. – Continue effective integration of the assessment of student learning outcomes into the curricula and review process of the General Education Program and all degree programs
		Goal 2 – Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.	Strategy 2.1 – Enhance and support rigorous and innovative undergraduate and graduate programs. - 2.1.D. – Implement administrative recommendations of the General Education Task Force..
		Goal 3 – Foster an engaged community and enhance the University's outreach and partnerships both internally and externally.	Strategy 3.2 – Increase pride, engagement, and sense of community among University stakeholders. - 3.2.C. – Provide opportunities for students, alumni, and their families to create enduring connections to ISU.
	HLC Criteria & Assumed Practices	HLC Criteria 4 – Teaching & Learning: Evaluation and Improvement	Core Component 4.A – The institution demonstrates responsibility for the quality of its educational programs: 4.A.1. – The institution maintains a practice of regular program review.; 4.A.6. – The institution evaluates the success of its graduates. Core Component 4.B. – The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning: 4.B.1. – The institution has clearly stated goals for student learning and effective processes for assessment.; 4.B.2. – The institution assesses learning outcomes that it claims for its curricular and co-curricular programs.; 4.B.3. – The institution uses the information gained from assessment to improve student learning. ; 4.B.4. – Good practice in assessment, including the substantial participation of faculty and other staff.
		HLC Criteria 5 – Resources, Planning, and Institutional Effectiveness	Core Component 5.C. – The institution engages in systematic and integrated planning: 5.C.2. – The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
		HLC Assumed Practices	C. Teaching & Learning: Evaluation & Improvement: C.6. – Institutional data on assessment of student learning are accurate and address the full range of students who enroll. D. Resources, Planning, & Institutional Effectiveness: D.4. – The institution maintains effective systems for collecting, analyzing, and using institutional information.
	IBHE Public Agenda	Goal 3 – Increase the number of quality credentials to meet the demands of the economy and an increasingly global society.	Strategy 3.1.C.1 – Encourage institutional participation in such accountability measures as the CLA, NSSE, CCSSE, and VSA.

Table 1. UAS Goal Alignment (continued)

UAS Goal	Goal/Standard Alignment		
2. Work with other units to increase cooperation and coordination of assessment on campus and serve as partners on select assessment projects.	Educating Illinois	Goal 1 – Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promotes their success.	Strategy 1.2 – Strengthen the University's commitment to continuous improvement of educational effectiveness as reflected in student learning outcomes. 1.2.D. – Develop and assess student learning outcomes facilitated by out-of-class and cocurricular learning experiences.
		Goal 2 – Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.	Strategy 2.1 – Enhance and support rigorous and innovative undergraduate and graduate programs. - 2.1.E. – Discuss and implement curricular changes and enhancements recommended by the General Education Task Force through the shared governance process.
		Goal 3 – Foster an engaged community and enhance the University's outreach and partnerships both internally and externally.	Strategy 3.1 – Enhance cross-divisional and cross-departmental collaboration. - 3.1.A. – Identify cultural and structural barriers to collaboration, and develop strategies to overcome them.
	HLC Criteria & Assumed Practices	HLC Criteria 5 – Resources, Planning, and Institutional Effectiveness	Core Component 5.B. – The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission: 5.B.1. – The institution has and employs policies and procedures to engage its internal constituencies in the institution's governance, 5.B.3. – The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.
3. Develop and maintain assessment efforts, in consultation with units, which result in appropriate data regarding learning outcomes for the purpose of accreditation.	Educating Illinois	Goal 4 – Enhance institutional effectiveness by strengthening the organizational operation and enhancing resource development.	Strategy 4.1. – Review processes and practices to ensure efficiency and effectiveness in the University's operations. - 4.1.C. – Formalize a university program to monitor compliance with, and changes in, federal state laws and regulations. Strategy 4.4. – Continue to promote the university planning efforts and ensure all plans are integrated with Educating Illinois. - 4.4.C. – Review the academic plan to ensure integration with Educating Illinois.
	HLC Criteria & Assumed Practices	HLC Criteria 4 – Teaching & Learning: Evaluation and Improvement	Core Component 4.A – The institution demonstrates responsibility for the quality of its educational programs: 4.A.5. – The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
		HLC Assumed Practices	D. Resources, Planning, & Institutional Effectiveness: D.4. – The institution maintains effective systems for collecting, analyzing, and using institutional information.
	IBHE Public Agenda	Goal 3 – Increase the number of quality credentials to meet the demands of the economy and an increasingly global society.	Strategy 3.1.C.1 – Encourage institutional participation in such accountability measures as the CLA, NSSE, CCSSE, and VSA.
4. Advise faculty and staff on purpose, design, methodology, and use of assessment techniques to enhance student learning.	Educating Illinois	Goal 1 – Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promotes their success.	Strategy 1.2. – Strengthen the University's commitment to continuous improvement of educational effectiveness as reflected in student learning outcomes. - 1.2.B – Provide professional development opportunities and create administrative support structures to ensure that assessment of student learning outcomes is central to program improvement.
			Strategy 1.3 – Increase opportunities for students to engage in high-quality, high-impact educational experiences. 1.3.A. – Increase professional development offerings designed to help faculty deliver high-quality educational experiences, especially in one-on-one or small group settings.
		Goal 2 – Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.	Strategy 2.3 – Recruit and retain high-quality diverse faculty and staff. - 2.3.D. – Enhance leadership for professional development opportunities for faculty and staff.

Table 1. UAS Goal Alignment (continued)

UAS Goal	Goal/Standard Alignment		
5. Serve the campus by engaging in outreach activities.	Educating Illinois	Goal 1 – Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promotes their success.	Strategy 1.2. – Strengthen the University's commitment to continuous improvement of educational effectiveness as reflected in student learning outcomes. - 1.2.B – Provide professional development opportunities and create administrative support structures to ensure that assessment of student learning outcomes is central to program improvement.
6. Maintain a level of expertise in higher education assessment through staff development.	Educating Illinois	Goal 2 – Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.	Strategy 2.3 – Recruit and retain high-quality diverse faculty and staff. - 2.3.D. – Enhance leadership for professional development opportunities for faculty and staff.
	HLC Criteria & Assumed Practices	HLC Criteria 5 – Resources, Planning, and Institutional Effectiveness	Core Component 5.A. – The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future: 5.A.4. – The institution's staff in all areas are appropriately qualified and trained.

Sources: Illinois State University. *Educating Illinois (2008-2014): Priorities for Illinois' First Public University*. On-line: http://educatingillinois.illinoisstate.edu/. Normal, IL.; State of Illinois. *The Public Agenda for Higher Education in Illinois*. On-line: http://www.ibhe.state.il.us/masterPlanning/. Springfield, IL: Illinois Board of Higher Education.; Higher Learning Commission. (2013, January). *HLC Criteria*. On-line: http://www.ncahlc.org/Information-for-Institutions/criteria-for-accreditation.html

Note: Goal 2 from last year's annual report was merged with Goal 4.

B. List major accomplishments for each goal.

Table 2. Summary of UAS Goals and Major Activities & Accomplishments

UAS Goal & Theme	Major Activities & Accomplishments	FY 15 Objectives
1. Actively participate in the planning, implementation, analysis, summarization of results and dissemination of findings for institution-wide assessment efforts (*coordination*).	1.1 Coordinating PRAAP 1.2 Consultation for general education assessment 1.3 Engagement Surveys 1.4 Alumni Survey 1.5 Reports and Internal Dissemination of findings	Objective 1.1 – Support the associate vice president for undergraduate education and the Council on General Education (CGE) in the development of an assessment plan for general education that is manageable and meaningful. Objective 1.2 – Use the results of the Assessment Academy project on reviewing academic plans to identify improvements in the PRAAP process and implement in FY 2015 and beyond. Objective 1.3 – Evaluate the results of the changes to the alumni survey and continue to identify methods for increasing response rate.
2. Work with other units to increase cooperation and coordination of assessment on campus and serve as partners on select assessment projects. (*collaboration and service*).	2.1 Council for General Education (CGE) 2.2 Academic Advisory Council (AAC) 2.3 Academic Planning Committee (APC) 2.4 Foundations of Excellence (FOE) 2.5 International Strategic Planning Committee (ISP) 2.6 Writing Across the Curriculum team (WAC) 2.7 Civic Engagement Task Force 2.8 Other collaborative projects and service	Objective 2.1 – Develop a governance or organizational structure that accommodates the Assessment Academy Team Objective 2.2 – Consult the FOE transition team on an assessment plan for the FOE process

UAS Goal & Theme	Major Activities & Accomplishments	FY 15 Objectives
3. Develop and maintain assessment efforts, in consultation with units, which result in appropriate data regarding learning outcomes for the purpose of accreditation (*accreditation*).	3.1 Specialized Accreditation Support 3.2 Institutional Accreditation Support 3.3 HLC Assessment Academy	Objective 3.1 – Use the results of the Assessment Academy project on reviewing academic plans to identify improvements in the PRAAP process and implement in FY 2015 and beyond. Objective 3.2 – Complete participation in the Assessment Academy Team.
4. Advise faculty and staff on purpose, design, methodology, and use of assessment techniques to enhance student learning (*consultation & professional development*).	4.1 Consultations 4.2 Survey design, analysis, and/or consultation 4.3 Data analysis/support 4.4 Professional development for ISU faculty & staff	Objective 4.1 – Revise the professional development component of the UAS website (specifically, Assessment Tutorial site). Objective 4.2 – Work with CTLT on professional development opportunities.
5. Serve the campus by engaging in outreach activities (*outreach*).	5.1 Progressive Measures (Newsletter) 5.2 UAS website 5.3 Assessment Initiative Award 5.4 Presence at Campus Events	Objective 5.1 – Increase visibility and awareness of the AIA. Objective 5.2 – Work with LEAP Forward group in researching Business Intelligence options for data reporting and analysis.
6. Maintain a level of expertise in higher education assessment through staff development (*professional development*).	6.1 Conference and meeting attendance 6.2 Internal and external presentations 6.3 Internal and external publications 6.4 Training and professional development	None

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

Table 3. UAS Goals and Major Activities & Accomplishments for Goal 1

UAS Goal & Theme	Major Activities & Accomplishments	Objectives
1. Actively participate in the planning, implementation, analysis, summarization of results and dissemination of findings for institution-wide assessment efforts (*coordination*).	1.1 Coordinating PRAAP 1.2 Consultation for general education assessment 1.3 Engagement Surveys 1.4 Alumni Survey	Objective 1.1 – Support the associate vice president for undergraduate education and the Council on General Education (CGE) in the development of an assessment plan for general education that is manageable and meaningful. Objective 1.2 – Use the results of the Assessment Academy project on reviewing academic plans to identify improvements in the PRAAP process and implement in FY 2015 and beyond. Objective 1.3 – Evaluate the results of the changes to the alumni survey and continue to identify methods for increasing response rate.

Major Activities & Accomplishments:

1.1. Coordinating the review of assessment plans as part of the Process for Review of Academic Assessment Plans (PRAAP)

UAS supports the PRAAP process in two ways. First, academic programs submit assessment plans prior to the program review process. The plans are reviewed by members of the Assessment Advisory Council (AAC). After the review, UAS staff meet with chairs/directors to discuss the results of the review and make recommendations for changes, if any. This year, the AAC reviewed 28 academic plans. UAS will meet with 7 academic departments/schools to discuss PRAAP process. The annual update for academic assessment plans has existed for several years, but no formal mechanism for providing feedback was established. This year, UAS staff and AAC members decided to develop such a mechanism. The annul update form was put online, and then UAS staff and AAC members reviewed the 36 submitted annual updates and provided feedback on the program assessment activities that were discussed and any suggestions regarding those activities.

The second way in which UAS supports the PRAAP process is through serving on the Academic Planning Committee (APC), which reviews program review submissions. This year, the UAS coordinator served on the APC and reviewed 10 program reviews.

1.2. Consultation for general education assessment

In January 2012, the Council on General Education (CGE) decided to suspend the IAP process for assessing general education. The rationale for this decision was based on the work of the General Education Task Force (GETF), which is currently revising the general education goals, and the General Education Task Force sub-committee on assessment (GETFAST), which was tasked with making recommendations for general education assessment.

The UAS director served as a representative on the GETF and was on the GETFAST. Final recommendations from the GETF were made in May 2012. Since that time, UAS staff have been working with the new associate provost for undergraduate education in the design of a new general education assessment plan. Starting in spring 2013, UAS staff started attending every CGE meeting as non-voting members.

As of March 2014, a general education assessment plan is still being written under the leadership of the associate provost for undergraduate education. The goal is to have the plan completed by the end of spring 2014. Implementation dates and a timeline are included in the current draft of the plan.

1.3. Engagement Surveys

UAS is responsible for conducting university-wide engagement surveys. Three engagement surveys are administered on a three year schedule (see Table 4). The most recent engagement surveys administered by UAS were the Beginning College Survey of Student Engagement (BCSSE) in summer 2012 and National Survey of Student Engagement (NSSE) in spring 2013. The next engagement survey, the Faculty Survey of Student Engagement (FSSE), will be administered in spring 2014.

Results of the NSSE survey were shared in the following forums:

- Herrmann, D. (2013, Fall). Overview of the Illinois State University 2013 National Survey of Student Engagement (NSSE) Results. *Progressive Measures, 9* (1), pp. 8-13. Online: http://assessment.illinoisstate.edu/downloads/Fall2013Volume9Issue1.pdf
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- Herrmann, D., & Smith, R. (2014, January). *How Students Engage In and Out of the Classroom: Results from the 2013 National Survey of Student Engagement (NSSE).* Online: http://ctlt.illinoisstate.edu/events/symposium/2014.shtml
- Presentation to AAC about the NSSE survey results on February 18, 2014.

Table 4. Engagement Survey Schedule and Calendar for Illinois State University

Year	2006 Sum.	2007 Spr.	2008 n/a	2009 Sum.	2010 Spr.	2011 Spr.	2012 Sum.	2013 Spr.	2014 Spr.	2015 Sum.	2016 Spr.
Survey	BCSSE	NSSE	--	BCSSE	NSSE	FSSE	BCSSE	NSSE	FSSE	BCSSE	NSSE
Cohort 1	Beginning	First-Yr.			Senior						
Cohort 2				Beginning	First-Yr.			Senior			
Cohort 3							Beginning	First-Yr.			Senior
Cohort 4										Beginning	First-Yr.

1.4. Alumni Survey

This year, UAS will administer the alumni survey in May 2014. Due to low response rates and attendance at a presentation by Alumni Relations[1], several changes were proposed and implemented in the 2012 Alumni Survey and were continued through the 2013 survey.

- *Eliminating most of the extra questions except those required by the IBHE.* This significantly shortened the survey. Although no library questions are required by the IBHE, Milner Library included three questions.
- *Providing more room for program-specific questions.* Some programs expressed interest in designing their own alumni survey. A compromise was instituted to allow institutions to include up to 20 questions. Last year, 26 programs submitted extra questions, and all teacher education majors responded to additional questions.
- *Changing the invitation from the President to department chairs/school directors.* Students tend to be more familiar with faculty in their degree program. The hope was that students will be more likely to respond to the survey if the invitation comes from a department chair/school director.
- *Modifying the name of the survey.* We are still considering adding an extension or by-line to the survey name to reflect the survey's focus on educational experiences and student perceptions of quality.

The overall response rate for the 2013 Alumni Survey was 12.7%, which is an increase of 8.6% from the previous year. Response rates ranged from 5% to 43.7% among the departments, schools, and programs. Respondents included 932 undergraduate alumni and 278 graduate alumni from the 2008 and 2012 graduating classes. Results of the survey were summarized in the fall 2013 edition of *Progressive Measures*.[2] In February 2014, UAS staff met with Doris Groves, Executive Director of Alumni Engagement. We plan on working more collaboratively with the office and implementing ideas to increase response rates.

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[1] *2011 National Alumni Attitude Survey of ISU Graduates*, Illinois State University, Alumni Relations, January 6, 2012, ISU Alumni Center.
[2] Day, B. (2014, Spring). Highlights from the 2013 ISU Alumni Survey. *Progressive Measures, 9* (1), p. 13. Online: http://assessment.illinoisstate.edu/downloads/Fall2013Volume9Issue1.pdf

Results of the Alumni survey were shared in the following forums:

- Results distributed to campus leadership.
- Results distributed to individual departments/schools in individualized reports.
- Day, B. (2013, Fall). Highlights from the 2013 ISU Alumni Survey. *Progressive Measures, 9* (1), p. 13. Online: http://assessment.illinoisstate.edu/downloads/Fall2013Volume9Issue1.pdf

Major FY15 Objectives for this Goal (from the FY15 Planning Document):

Objective 1.1 – Support the associate provost for undergraduate education and the Council on General Education (CGE) in the development of an assessment plan for general education that is manageable and meaningful.

Throughout 2013-14, UAS continued to support the associate provost for undergraduate education and CGE in the implementation of recommendations and design of assessment process for general education. UAS staff is regularly attending CGE meetings and have attended two American Association of Colleges & Universities general education assessment conferences with the associate provost (February 2013 and February 2014). Progress in meeting this objective are also articulated in the bi-annual updates on general education assessment made through the ISU's participation in the HLC assessment academy.

Objective 1.2 – Use the results of the Assessment Academy project on reviewing academic plans to identify improvements in the PRAAP process and implement in FY 2013 and beyond.

UAS has implemented and is working on several projects to improve the PRAAP process. These include:

- Collaborating with the Associate Provost on the development of Academic Program Profiles. This will provide data on a more systematic and annual basis and will provide a broader overview of all programs at ISU.
- Using select survey to streamline the collection of annual updates. Rather than using a PDF form, programs can now just enter in annual update information in an online form.
- Continue to evaluate the assessment plan rubric.
- Update assessment plans to include more historical information, including dates.

The results of this project are articulated in the bi-annual reports to the HLC through ISU's participation in the HLC assessment academy (see goal 2).

Objective 1.3 – Evaluate the results of the changes to the alumni survey and continue to identify methods for increasing response rate.

We will continue to evaluate the results of the alumni survey and make changes after consulting the evidence and appropriate leadership and governance entities. Most of these changes were articulated on the previous page (section 1.4).

Goal 2. Work with other units to increase cooperation and coordination of assessment on campus and serve as partners on select assessment projects.[3]

Table 5. UAS Goals and Major Activities & Accomplishments for Goal 2

UAS Goal & Theme	Major Activities & Accomplishments	Objectives
2. Work with other units to increase cooperation and coordination of assessment on campus and serve as partners on select assessment projects. (*collaboration and service*).	2.1 Council for General Education (CGE) 2.2 Academic Advisory Council (AAC) 2.3 Academic Planning Committee (APC) 2.4 Foundations of Excellence (FOE) 2.5 International Strategic Planning Committee (ISP) 2.6 Writing Across the Curriculum team (WAC) 2.7 Civic Engagement Task Force 2.8 Other collaborative projects and service	Objective 2.1 – Develop a governance or organizational structure that accommodates the Assessment Academy Team Objective 2.2 – Consult the FOE transition team on an assessment plan for the FOE process

Major Activities & Accomplishments:

2.1. Council on General Education (CGE)

In January 2013, UAS staff began attending bi-weekly CGE meetings. UAS staff will continue to attend these meetings as long as the CGE continues to work on an assessment plan for the general education. UAS staff is continuing to consult the Associate Provost for Undergraduate Education on an assessment plan for general education. More details about this plan are included in the six-month updates and concluding reports from the assessment academy.

2.2. Assessment Advisory Council (AAC)
The goal of the AAC is to meet periodically throughout the year to review processes related to the assessment of student learning outcomes and various reports and utilization of assessment results to improve student learning. Based upon this continuous review, the charge of the AAC is to recommend additions, deletions, and modifications of these processes to advance the quality of student learning at Illinois State. The AAC provides recommendations to UAS staff in its service to the institution on related matters.

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[3] Goals 2 and 4 from the FY 2014 Planning Document and Annual Report were combined into one goal.

In FY 2014, the AAC will have met five times. Major discussions and activities of the AAC in FY 2014 have focused on the following topics:

- Regular updates about general education assessment.
- Review of assessment plans for PRAAP/annual updates.
- General updates about UAS (consultations, surveys, etc.)
- General updates about the assessment academy team.
- Presentations relating to student engagement data through NSSE

2.3. Academic Planning Committee (APC)

UAS has a standing membership role on the APC. The goal of the UAS representative is to provide insight into academic program assessment plans and work with programs and centers that required follow-up related to assessment. This year, the UAS coordinator served as the UAS representative on the APC, attending 7 meetings and reviewing 10 self-studies, including the program assessment plans for each of the programs under review.

2.4. Foundations of Excellence (FOE)

The UAS director served as one of the steering committee members of the FOE project. Between 4/24/12 and March 2013, the director attended 17 meetings, planning sessions, or webinars, and one conference in Asheville, NC. Specific activities related to this service included:

- Administration of two surveys related to the project. The first survey was of faculty and staff opinions and perceptions about ISU's performance related to the first-year and transfer students. The second was a survey of first-year and transfer students.
- Co-chairing the Improvement Sub-committee. The sub-committee met 10 times throughout the past year. The result of the project was two reports that evaluated ISU's performance in terms of first-year and transfer student success, along with a series of recommendations aimed at improvements.
- Analysis of the survey results and presentation of the results at the FOE kick-off meeting on 1/23/13.
- The UAS coordinator also served on the Improvement Sub-committee and provided support in the administration of the survey and analysis of the results.

The director of assessment currently sits on the FOE transition team. The FOE transition team leader (the director of University College), director of UAS, and the rest of the transition team will work on an assessment plan for the FOE project during the 2014-15 academic year.

2.5. International Strategic Planning Committee (ISP)

This year, the UAS director served on the ISP steering committee and assessment sub-committee. After working for a year, a draft of assessment and evaluation recommendations were included in the International Strategic Plan.

2.6. Writing Across the Curriculum (WAC)

WAC is another new initiative. The team began meeting in spring 2014. The UAS director will continue to work with WAC team members on the development of an assessment plan for writing.

2.7. Civic Engagement Task Force

The UAS director serves on the Civic Engagement task force in preparation for applying for Carnegie status in the community engagement elective classification. A major task of the group was inventorying activities related to civic engagement. A comprehensive inventory of assessments related to civic engagement was created and contributed to the work of the team. Additional consultative work was provided in regard to surveys and data collection.

2.8. Other Collaborative Projects and Service

Service: The Coordinator of UAS served as a Graduation Marshall in the December 2013 commencement ceremonies and will be serving again in May 2014. The Director served as a book reviewer for the book, *Community Colleges and the Access Effect*.

Teaching: The Director of UAS taught EAF 411: Assessment & Evaluation in summer 2013 and is currently scheduled to teach the same course in fall 2014.

Consultative Support: The Director and Coordinator consulted with Dr. Tom Lucey on an external grant project that evaluates programs that educate teachers about investing and saving for retirement.

Major FY14 Objectives for this Goal (from the FY15 Planning Document):

Objective 2.1 – Develop a governance or organizational structure that accommodates the Assessment Academy Team

Objective 2.2 – Consult the FOE transition team on an assessment plan for the FOE process

Developing an assessment plan as part of the FOE transition process will be a significant project in the 2014-15 academic year.

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

Table 6. UAS Goals and Major Activities & Accomplishments for Goal 3

UAS Goal & Theme	Major Activities & Accomplishments	FY 15 Objectives
3. Develop and maintain assessment efforts, in consultation with units, which result in appropriate data regarding learning outcomes for the purpose of accreditation (accreditation).	3.1 Specialized Accreditation Support 3.2 Institutional Accreditation Support 3.3 HLC Assessment Academy	Objective 3.1 – Use the results of the Assessment Academy project on reviewing academic plans to identify improvements in the PRAAP process and implement in FY 2015 and beyond. Objective 3.2 – Complete participation in the Assessment Academy Team

Major Activities & Accomplishments:

3.1. Institutional Accreditation Support

Generally, programs require 1) advice and consultation on assessment plans related to accreditation; 2) assistance with administering online surveys to alumni and analyzing the results; or 3) survey data about students, generally from the NSSE and alumni surveys. The UAS coordinator has worked with the Coordinator of Academic Programs and Policy to develop a comprehensive list of the specialized accreditations that units/programs receive. This list was completed in June 2013 and is online in the following locations:

- Provost website, Accreditation on-line listing: http://provost.illinoisstate.edu/academic/accreditation/
- Provost website, Accreditation pdf listing: http://provost.illinoisstate.edu/downloads/accreditation/SpecializedAccreditationJune2013revised.pdf

The UAS Coordinator and Director also provided institutional accreditation support through leadership and service on the Assessment Academy Team and HLC Re-Accreditation teams 3 and 4. See sections 2.5 and 2.6 for more information.

3.2. Institutional Accreditation Support

The coordinator and director of UAS are both serving on re-accreditation teams in preparation for the 2014-15 re-accreditation, under the leadership of the associate provost.

3.3. HLC Assessment Academy

Two years ago, UAS assumed responsibility for the coordination of ISU's participation in the HLC Assessment Academy, under the leadership of the associate provost. Results and progress reports are required every six months by the HLC. More background information is available in the assessment academy portal, and the February 2014 updates are included in HLC Assessment Academy Concluding Report and in the regular six-month updates.

Major FY14 Objectives for this Goal (from the FY15 Planning Document):

Objective 3.1 – Use the results of the Assessment Academy project on reviewing academic plans to identify improvements in the PRAAP process and implement in FY 2014 and beyond.

Progress in meeting this goal is articulated in bi-annual updates to the HLC (see appendix A in this report for more information).

Objective 3.2 – Complete participation in the Assessment Academy Team

Activities include completing the Concluding Report in May 2014, attending the Results Forum in June 2014, and creating a governance or organizational structure for the Academy Team (see Objective 2.2).

Goal 4. Advise faculty and staff on purpose, design, methodology, and use of assessment techniques to enhance student learning.

Table 7. UAS Goals and Major Activities & Accomplishments for Goal 4

UAS Goal & Theme	Major Activities & Accomplishments	FY 15 Objectives
4. Advise faculty and staff on purpose, design, methodology, and use of assessment techniques to enhance student learning (*consultation & professional development*).	4.1 Consultations 4.2 Survey design, analysis, and/or consultation 4.3 Data analysis/support 4.4 Professional development for ISU faculty & staff	Objective 4.1 – Revise the professional development component of the UAS website (specifically, Assessment Tutorial site). Objective 4.2 – Work with CTLT on professional development opportunities.

Major Activities & Accomplishments:

4.1. Staff and unit consultations

UAS has worked with individuals across all four divisions of the university. Between March 1, 2013 and February 28, 2014, UAS staff provided consultations for 24 units on assessment-related matters and for PRAAP. For example, UAS staff met with staff from the Stevenson Center and University College on the development of assessment and evaluation plans.

4.2. Survey design, analysis, and/or consultation

UAS staff met with faculty and/or staff from 18 units to discuss using surveys to collect data. Sometimes, UAS administered the survey (including sending emails and providing reports of the results), whereas other times, UAS provided feedback on survey design. Some of the surveys that UAS provided consultation for during the past year include:

- Long Term Financial Planning survey
- Health Promotion & Wellness Health Status survey
- Civic Engagement survey of department/school chairs

In addition, UAS conducted the annual NSSE and Alumni surveys in spring 2013.

4.3. Data analysis and support

UAS staff received 6 requests for data and/or assistance analyzing and interpreting data collected for assessment purposes. Planning, Research, and Policy Analysis has several reports that they complete each year related to the success of ISU graduates, and they ask UAS staff for the information they

need, which is gathered from the alumni survey. Health Promotion and Wellness consulted with UAS staff to assist in the analysis of multi-year data from the CORE alcohol and drug survey.

4.4. Professional development for ISU faculty and staff

In fall 2012, UAS participated in the CTLT Teaching Excellence Series. The UAS coordinator facilitated four workshops, each designed around elements of the rubric used in the PRAAP process. In fall 2013/spring 2014, UAS conducted a similar series for Housing and Residential Life. All of the presentations can be viewed online: http://assessment.illinoisstate.edu/workshops/

Major FY14 Objectives for this Goal (from the FY14 Planning Document):

Objective 4.1 – Revise the professional development component of the UAS website (specifically, Assessment Tutorial site).

Work on this objective already has begun. The UAS director and coordinator met with Web & Interactive Communications staff to discuss the Assessment Tutorial and how it could be improved. Next steps include revising the page, proposing a new structure built around the PRAAP rubric, and implementing the new tutorial this spring.

Objective 4.2 – Work with CTLT on professional development opportunities.

Hopefully, UAS will be moved to the CTLT building. The hope is that we can build on and continue to have professional development activities in collaboration with CTLT.

Goal 5. Serve the campus by engaging in outreach activities.

Table 8. UAS Goals and Major Activities & Accomplishments for Goal 5

UAS Goal & Theme	Major Activities & Accomplishments	FY 15 Objectives
5. Serve the campus by engaging in outreach activities (*outreach*).	5.1 Progressive Measures (Newsletter) 5.2 UAS website 5.3 Assessment Initiative Award 5.4 Presence at Campus Events	Objective 5.1 – Increase visibility and awareness of the AIA. Objective 5.2 – Work with LEAP Forward group in researching Business Intelligence options for data reporting and analysis.

Major Activities & Accomplishments:

5.1. Progressive Measures Newsletter

FY 2014 is the ninth year for the UAS newsletter, *Progressive Measures*. Two issues are published each year and highlight results of assessment projects, include interviews, and guest contributors. All of the newsletters are announced in an email to the campus and uploaded online at:
http://assessment.illinoisstate.edu/about/newsletter.shtml

5.2. Website Communications

The UAS website is the primary vehicle for assessment information and archive for documents and other materials. Both the coordinator and office manager are able to edit the website and have access to the website shared drive. They update the website periodically, with these updates mostly related to posting the unit's online newsletter and updating program assessment plans as they are received.

This past year, UAS worked with the Web & Interactive Communications unit in redesigning the UAS website in order to be more consistent with university branding. This next year, UAS will work on making the website more functional (see objectives 4.1 and 5.2).

5.3. Assessment Initiative Award

Every year, UAS awards three grants for program-level assessment projects. The grants are generally around $1,500 each. The AAC evaluates applications for the award using an established evaluation form. This year, 6 proposals were submitted, with 5 being selected for funding:

- Student Counseling Services, outreach and prevention programming evaluation ($1,900)
- Family and Consumer Sciences, assessment retreat ($1,500)
- Department of Health Sciences, student professional preparation evaluation ($1,100)
- Department of English, Artifact Archive ($700)
- School of Kinesiology & Recreation, alumni assessment ($300)

Copies of the award applications are on file in UAS. Recipients are required to write an article for *Progressive Measures* and present their project (such as at the CTLT Teaching & Learning Symposium) detailing the results of their project.

5.4. Presence at Campus Events

UAS often conducts outreach by making a presence at campus events. Between March 2013 and February 2014, these included:

- Table presentation at Founder's Day (2/19/14)
- Grad Finales (3/19, 2013, 9/18/13, and 2/6/2014)
- New Faculty Orientation (8/12/13)

Major FY15 Objectives for this Goal (from the FY15 Planning Document):

Objective 5.1 – Increase visibility and awareness of the Assessment Initiative Award.

Objective 5.2 – Work with LEAP Forward group in researching Business Intelligence options for data reporting and analysis.

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

Table 9. UAS Goals and Major Activities & Accomplishments for Goal 6

UAS Goal & Theme	Major Activities & Accomplishments	FY 15 Objectives
6. Maintain a level of expertise in higher education assessment through staff development (*professional development*).	6.1 Conference and meeting attendance 6.2 Internal and external presentations 6.3 Internal and external publications 6.4 Training and professional development	None

Major Activities & Accomplishments:

6.1. Conference and meeting attendance (March 2013-February 2014)

- The Assessment Group of Illinois (TAG), Assessment Planning meeting, Palos Hills, IL (7/17/13)
- Campus Labs demonstration, ISU, Normal, IL (11/6/13)
- ISU International Strategic Planning Day, Normal, IL (12/6/13)
- ISU University-Wide Teaching & Learning Symposium, Normal, IL (1/8/14)
- The Assessment Group of Illinois (TAG), Annual Assessment Fair, Palos Hills, IL (2/20/14-2/21/14)
- American Association of Colleges & Universities general education conference, Portland, OR (2/27/14-3/1/14)

6.2. Internal and external presentations (March 2013-February 2014)

- Herrmann, D. (2013, Spring). Overview of the Illinois State University 2013 Beginning College Survey of Student Engagement (BCSSE) Results. *Progressive Measures, 8* (2), pp. 13-16. Online: http://assessment.illinoisstate.edu/downloads/Spring2013Volume8Issue2.pdf
- Herrmann, D. (2013, Fall). The Value of Assessment in Academic Degree Programs. *Progressive Measures, 9* (1), pp. 2-4. Online: http://assessment.illinoisstate.edu/downloads/Fall2013Volume9Issue1.pdf
- Miller-Schuster, D.M., & Smith, R. (2013, Fall). A View in the Mirror: The FOE Self-Study at ISU. *Progressive Measures, 9* (1), pp. 4-8. Online: http://assessment.illinoisstate.edu/downloads/Fall2013Volume9Issue1.pdf
- Herrmann, D. (2013, Fall). Overview of the Illinois State University 2013 National Survey of Student Engagement (NSSE) Results. *Progressive Measures, 9* (1), pp. 8-13. Online: http://assessment.illinoisstate.edu/downloads/Fall2013Volume9Issue1.pdf
- Herrmann, D., & Smith, R. (2014, January). *How Students Engage In and Out of the Classroom: Results from the 2013 National Survey of Student Engagement (NSSE).* Online: http://ctlt.illinoisstate.edu/events/symposium/2014.shtml
- Presentation to AAC about the NSSE survey results on February 18, 2014
- FOE Transition Team, Survey Results, 11/4/2013
- FOE Survey Results Presentation, 10/3/2013

6.3. Internal and external publications (March 2013-February 2014)

6.4. Training and Professional Development (March 2013-February 2014)

All UAS staff have completed the CITI online training.

iPeople Back to School Time Approver Training, 8/14/13.

Budget presentation, 2/6/14.

The UAS coordinator was accepted and is currently enrolled in the doctoral program in the School of Teaching & Learning.

The UAS office manager also has received Datatel, Budget Wizard, and student hiring training.

The UAS director completed participation in the ISU Leadership Initiative through the Provost Office.

The Office Manager in UAS worked with the Uptown Crossing building manager to institute new OSHA procedures for the office suite.

A. Indicate measures of productivity by which the unit's successes can be illustrated (refer to Planning, Research and Policy Analysis for Academic Productivity Measures and other qualitative measures of productivity as appropriate).

II. **Internal Reallocations and Reorganizations in FY14**

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

    B. Describe how the unit used additional funds to enhance accomplishments and productivity. Additional funds include: Enhancement funds, Instructional Capacity funds, Summer Session funding, external funding, Foundation funds, variance dollars, external contracts, and technology tuition dollars, or other special funds provided with general revenue dollars.

Accountability Reports

    A. FY14 PE Statement Accountability Report- *Select Survey uploaded to your FY14 Annual Report/FY15 Planning Doc – College/Unit Working Folder*– **Due March 25, 2014**

    B. FY14 IC Accountability Report- *Template uploaded to your FY14 Annual Report/ FY15 Planning Doc – College/Unit Working Folder* – **Due September 5, 20university14**

    C. FY14 Supplemental Travel for Field Supervision Accountability Report - *Template uploaded to your FY14 Annual Report/ FY15 Planning Doc – College/Unit Working Folder* – **Due September 5, 2014**