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University Assessment Services
Academic Affairs

FY 2017 Annual Report
Original submission: March 16, 2017

Also available online: http://assessment.illinoisstate.edu

Illinois State University
Academic Affairs
FY17 Annual Report

This annual report covers the time period 3/1/16 through 2/28/17

I. Accomplishments and Productivity for FY16

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

Table 1. UAS Goal Alignment with Educating Illinois[1]

UAS Goal	Educating Illinois Goal	Educating Illinois Strategy
1. Actively participate in the planning, implementation, analysis, summarization of results and dissemination of findings for institution-wide assessment efforts.[2]	Goal 1 – Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promotes their success.	Strategy 1.2. – Strengthen the University's commitment to continuous improvement of educational effectiveness as reflected in student learning outcomes (1.2.A. – Continue effective integration of the assessment of student learning outcomes into the curricula and review process of the General Education Program and all degree programs).
	Goal 2 – Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.	Strategy 2.1 – Enhance and support rigorous and innovative undergraduate and graduate programs (2.1.D. – Implement administrative recommendations of the General Education Task Force).
	Goal 3 – Foster an engaged community and enhance the University's outreach and partnerships both internally and externally.	Strategy 3.2 – Increase pride, engagement, and sense of community among University stakeholders (3.2.C. – Provide opportunities for students, alumni, and their families to create enduring connections to ISU).
2. Work with other units to increase cooperation and coordination of assessment on campus and serve as partners on select assessment projects.	Goal 1 – Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promotes their success.	Strategy 1.2 – Strengthen the University's commitment to continuous improvement of educational effectiveness as reflected in student learning outcomes (1.2.D. – Develop and assess student learning outcomes facilitated by out-of-class and cocurricular learning experiences).
	Goal 2 – Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.	Strategy 2.1 – Enhance and support rigorous and innovative undergraduate and graduate programs (2.1.E. – Discuss and implement curricular changes and enhancements recommended by the General Education Task Force through the shared governance process).
	Goal 3 – Foster an engaged community and enhance the University's outreach and partnerships both internally and externally.	Strategy 3.1 – Enhance cross-divisional and cross-departmental collaboration (3.1.A. – Identify cultural and structural barriers to collaboration, and develop strategies to overcome them).
3. Develop and maintain assessment efforts, in consultation with units, which result in appropriate data regarding learning outcomes for the purpose of accreditation.	Goal 4 – Enhance institutional effectiveness by strengthening the organizational operation and enhancing resource development.	Strategy 4.1. – Review processes and practices to ensure efficiency and effectiveness in the University's operations. (4.1.C. – Formalize a university program to monitor compliance with, and changes in, federal state laws and regulations). Strategy 4.4. – Continue to promote the university planning efforts and ensure all plans are integrated with Educating Illinois (4.4.C. – Review the academic plan to ensure integration with Educating Illinois).

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[1] *Educating Illinois (2008-2014): Priorities for Illinois' First Public University*. On-line: http://educatingillinois.illinoisstate.edu/. Normal, IL

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

UAS Goal	Educating Illinois Goal	Educating Illinois Strategy
4. Advise faculty and staff on purpose, design, methodology, and use of assessment techniques to enhance student learning.	Goal 1 – Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promotes their success.	Strategy 1.2. – Strengthen the University's commitment to continuous improvement of educational effectiveness as reflected in student learning outcomes (1.2.B – Provide professional development opportunities and create administrative support structures to ensure that assessment of student learning outcomes is central to program improvement). Strategy 1.3 – Increase opportunities for students to engage in high-quality, high-impact educational experiences. 1.3.A. – Increase professional development offerings designed to help faculty deliver high-quality educational experiences, especially in one-on-one or small group settings.
	Goal 2 – Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.	Strategy 2.3 – Recruit and retain high-quality diverse faculty and staff (2.3.D. – Enhance leadership for professional development opportunities for faculty and staff).
5. Serve the campus by engaging in outreach activities.	Goal 1 – Provide a supportive and student-centered educational experience for high-achieving, diverse, and motivated students that promotes their success.	Strategy 1.2. – Strengthen the University's commitment to continuous improvement of educational effectiveness as reflected in student learning outcomes (1.2.B – Provide professional development opportunities and create administrative support structures to ensure that assessment of student learning outcomes is central to program improvement).
6. Maintain a level of expertise in higher education assessment through staff development.	Goal 2 – Provide rigorous, innovative, and high-impact undergraduate and graduate programs that prepare students to excel in a globally competitive, culturally diverse, and changing environment.	Strategy 2.3 – Recruit and retain high-quality diverse faculty and staff (2.3.D. – Enhance leadership for professional development opportunities for faculty and staff).

Table 2. UAS Goal Alignment with HLC Criteria & Assumed Practices[3]

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

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

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

Major Activities & Accomplishments	FY 17 Objectives	FY 18 Objectives (from FY 18 Planning Document)
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 -- Continue to use the results of the Assessment Academy project on reviewing academic plans to identify improvements in the PRAAP process and implement in FY 2017 and beyond. Objective 1.2 – Evaluate the results of the changes to the alumni survey and continue to identify methods for increasing response rate and other methods of obtaining data. Objective 1.3 – Begin work and analyze data from the ISU Graduate Salary and Labor Market study, including the development of a strategy for data analysis and reporting. Objective 1.4. – Implement the Faculty Survey of Student Engagement (FSSE) in spring 2017. Objective 1.5 – Implement and evaluate the effectiveness of a new PRAAP rubric. Objective 1.6 – Collaborate with the Provost Office in the development and implementation of an assessment plan for civic engagement. Also provide support for and/or coordination for specific assessment projects, as indicated in the assessment plan.[4]	Objective 1.1 – Evaluate the results of the changes to the alumni survey and continue to identify methods for increasing response rate and other methods of obtaining data. Objective 1.2 – Begin work and analyze data from the ISU Graduate Salary and Labor Market study, including the development of a strategy for data analysis and reporting. Objective 1.3. – Prepare for summer 2018 administration of the Beginning College Student Survey of Engagement (BCSSE). Objective 1.4 – Implement and evaluate the effectiveness of a new PRAAP rubric. Objective 1.5 – Provide support for the Center for Civic Engagement on the development of an assessment plan and other related projects.

Major Activities and Accomplishments for Goal 1

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

UAS supports PRAAP in two ways. First, program assessment plans are reviewed by members of the Assessment Advisory Council (AAC) prior to the program review process. After the review, UAS staff meets with chairpersons/directors to discuss the results of the review and make recommendations for changes, if any.

In 2016-17, the AAC are reviewed several assessment plans. UAS holds follow-up meetings with the academic units to discuss the PRAAP reviews and feedback. The second way in which UAS supports PRAAP is through serving on the Academic Planning Committee (APC), which reviews program review submissions. This year, the UAS assistant director served on the APC and reviewed several program/center review self-studies.
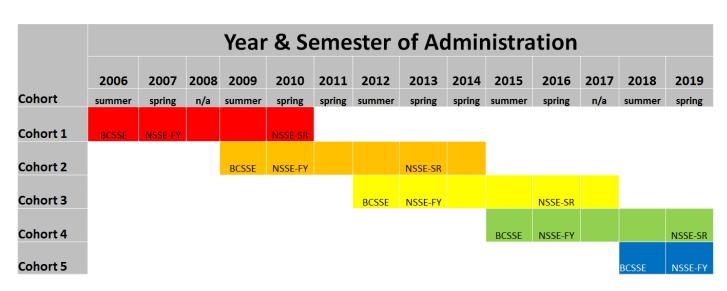
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[4] Updated on March 30, 2016

1.2 *Consultation for general education assessment*

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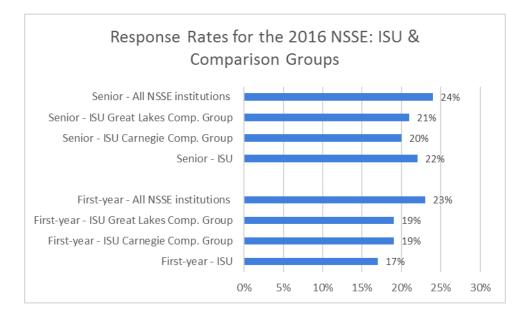
1.3 *Engagement Surveys*

UAS is responsible for conducting university-wide engagement surveys. Three engagement surveys are administered on a three year schedule (see below). The most recent engagement surveys administered by UAS were Beginning College Survey of Student Engagement (BCSSE) in summer 2015 and the National Survey of Student Engagement (NSSE) currently in spring 2016. The FSSE-G (for teaching graduate students) was administered for the first time (ever and at ISU) in spring 2015.

Figure 1. Engagement Survey Schedule

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

UAS worked with University Marketing & Communications (UMC) in the development of a marketing plan for the administration of the NSSE (see Appendix A). The goal of the plan was to increase response rates, which have historically been lower than national rates. This year's response rates were still lower than national rates, but improved and were almost comparable to national rates. Response rates are included in figure 2.

Figure 2. NSSE 2016 Response Rates

Response Rates for the 2016 NSSE: ISU & Comparison Groups

Category	Rate
Senior - All NSSE institutions	24%
Senior - ISU Great Lakes Comp. Group	21%
Senior - ISU Carnegie Comp. Group	20%
Senior - ISU	22%
First-year - All NSSE institutions	23%
First-year - ISU Great Lakes Comp. Group	19%
First-year - ISU Carnegie Comp. Group	19%
First-year - ISU	17%

1.4 Alumni Survey

UAS continues to administer the Alumni Survey on an annual basis. A total of 861 alumni responded to the 2015 Alumni Survey, for an overall response rate of 12.5%. Of the 861 who responded, 78% were undergraduate alumni and 22% were graduate alumni. A majority of students responded positively when evaluating their educational experiences and overall quality of ISU.

UAS continues to discuss potential and implement further changes to the Alumni Survey. Some of this is due to potential data from the salary and labor market study with IDES.

Status of Major FY17 Objectives from Last Year's Annual Report

Objective 1.1 -- Continue to use the results of the Assessment Academy project on reviewing academic plans to identify improvements in the PRAAP process and implement in FY 2017 and beyond.

Many of the ideas and projects associated with the Assessment Academy have been implemented. Improvements were specifically made to the PRAAP rubric.

Objective 1.2 – Evaluate the results of the changes to the alumni survey and continue to identify methods for increasing response rate and other methods of obtaining data.

UAS 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.

Objective 1.3 – Begin work and analyze data from the ISU Graduate Salary and Labor Market study, including the development of a strategy for data analysis and reporting.

As of March 2017, ISU has salaries and industries of **42,317** ISU graduates from the 2003-2012 undergraduate graduating cohorts. This represents 40 quarters of monthly salaries. In addition to graduate salary and industry, the database also includes the following information about students:

- Demographics: gender, race/ethnicity, age, home address
- High school information: county, name, H.S. code, zip code
- Student pre-college academic information: high school GPA, ACT (math, English, science, reading, and composite)
- Student ISU academic information: GPA, Major, Sequence
- Entry type: native with previous degree, native with no previous degree, transfer with associate's degree, transfer with no associate's degree, other
- IDES is currently gathering data for high school graduates in Illinois for comparison purposes

We are currently working with Provost office staff in the development of a strategy for the communication and use of the data.

Objective 1.4. – Implement the Faculty Survey of Student Engagement (FSSE) in spring 2017.

As of March 15, 2017 the FSSE survey is scheduled to be released to faculty on March 28.

Objective 1.5 – Implement and evaluate the effectiveness of a new PRAAP rubric.

A new checklist was developed – with input from multiple colleagues and groups, including the AAC – by the assistant director in UAS. UAS staff and the AAC will continue to evaluate the impact of the updated checklist throughout the year. The checklist is included in Appendix B of this report.

Objective 1.6 – Collaborate with the Provost Office in the development and implementation of an assessment plan for civic engagement. Also provide support for and/or coordination for specific assessment projects, as indicated in the assessment plan.

Responsibility for the development of assessment in civic engagement is now in the Center for Civic Engagement. UAS staff meet regularly with the director and new assistant director for civic engagement in the development of an assessment plan.

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

Major Activities & Accomplishments	FY 17 Objectives	FY 18 Objectives (from FY 18 Planning Document)
2.1 Council on General Education (CGE) 2.2 Assessment Advisory Council (AAC) 2.3 Academic Planning Committee (APC) 2.4 Civic Engagement Center 2.5 Service & Teaching 2.6 Other collaborations	Objective 2.1 – Complete the first year of new General Education assessment process. Objective 2.2 – Evaluate new General Education assessment process in terms of process and usefulness of results. Objective 2.3 – Evaluate the role and activities of the AAC.	Objective 2.1 – Complete the second year of the new General Education assessment process. Objective 2.2 – Evaluate new General Education assessment process in terms of process and usefulness of results.

Major Activities and Accomplishments for Goal 2

2.1 Council on General Education (CGE)

UAS and the Council on General Education (CGE) worked with the Associate Provost for Undergraduate Education on creating an assessment plan for the General Education program. More background information about the current assessment is in the FY 14 , FY 15 & FY 16 annual reports.

During the 2014-2015 academic year, UAS collected course syllabi and student assignments from courses situated within the *United States Traditions* (UST) and *Individuals and Civic Life* (ICL) categories of the General Education program. UAS collected 11 course syllabi and student assignments from 8 sections of UST courses but only 4 course syllabi and student assignments from 1 ICL course. Thus, ICL courses were added to the 2015-2016 course categories targeted for assessment. The student assignments from the UST courses are being reviewed by three faculty members who are familiar with the UST courses and/or have taught/are teaching one of those courses. They have access to a ReggieNet committee site that contains their assignments to review and the United States Traditions rubric so that they can evaluate each assignment. They have been asked to complete this by the end of the spring semester, and data analysis will begin during the summer 2016.

During fall 2015, UAS collected course syllabi and student assignments from courses situated in the *Mathematics* (MAT), *Quantitative Reasoning* (QR), and *Individuals and Civic Life* (ICL) categories of the General Education program, as well as collected course syllabi from the *Natural Sciences* (NS), *Natural Science Alternatives* (NSA), and *Science, Mathematics, and Technology* (SMT) categories. UAS staff collected 10 course syllabi (but no student assignments) from MAT courses; 17 course syllabi and student assignments from 5 sections of QR courses; and 8 course syllabi and student assignments from 2 sections of ICL courses. In addition, 11 course syllabi have been collected from NS courses; 10 course syllabi from NSA courses; and 43 course syllabi from SMT courses.

2.2 Assessment Advisory Council (AAC)

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

The AAC generally meets on a monthly basis (except for summer). Meeting topics include:

- Regular updates about General Education program assessment.
- Review of program assessment plans for PRAAP/Annual Assessment Updates.
- General updates about UAS activities and projects (consultations, surveys, etc.).
- General updates about HLC-related matters.
- Presentations relating to student engagement data through BCSSE/NSSE/FSSE.

During the 2014-2015 academic year, the UAS assistant director became the chair of the AAC. The chair and is worked with AAC members during the spring 2016 semester to improve the committee's effectiveness as part of a project for one of his assessment and evaluation doctoral courses. Committee members were interviewed and the findings presented at the final meeting of the semester, with implementation of the findings during summer 2016 and during the 2016-2017 academic year.

2.3 Academic Planning Committee (APC)

UAS has a standing membership role on the Academic Planning Committee (APC). The goal of the UAS representative is to provide insight into academic program assessment plans and work with programs and centers that require follow-up related to assessment. This year, the UAS assistant director served as the UAS representative on the APC, attending 9 meetings and reviewing 19 self-studies, including the program assessment plans for each of the programs under review.

2.4 Civic Engagement Center

UAS staff is currently collaborating with the Center for Civic Engagement in the development of an assessment plan. This project is ongoing. Additionally, the director of university of assessment sat on the search committee for the current assistant director of civic engagement.

2.5 Service & Teaching

The assistant director taught classes in spring 2016, fall 2016, and spring 2017. The director taught an assessment and evaluation course in spring 2017 and sits on three student dissertation committees at ISU.

2.6 Other collaborations

- CAEP reaccreditation team
- Online survey working group
- University College Program Council
- Central Illinois Tableau Users Group

Status of Major FY16 Objectives

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

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

Objective 2.3 – Evaluate the role and activities of the AAC.

See above, section 2.2 for an update on this objective.

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

Major Activities & Accomplishments	FY 17 Objectives	FY 18 Objectives (from FY 18 Planning Document)
3.1 Specialized Accreditation Support 3.2 Institutional Accreditation Support	Objective 3.1 – Identify academic programs due for specialized accreditation FY 16 and FY 17.	

Major Activities and Accomplishments for Goal 3

3.1 Specialized Accreditation Support

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

3.2 Institutional Accreditation Support

There are no updates on institutional accreditation and assessment for FY 2016.

Status of Major FY16 Objectives

None.

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

Major Activities & Accomplishments	FY 17 Objectives	FY 18 Objectives (from FY 18 Planning Document)
4.1 Staff & Unit 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 – Offer two professional developments workshop series in the fall and spring semesters.	Objective 4.1 – Offer two professional developments workshop series in the fall and spring semesters.

Major Activities and Accomplishments for Goal 4

4.1 Staff & Unit Consultations

UAS has worked with individuals across all four divisions of the university. Between March 2016 and February 2017, UAS staff provided consultations for several units on campus. Examples including:

- Center for Civic Engagement on an assessment plan.
- Faculty member from the School of Kinesiology and Recreation on researching an online assessment management tool.
- Consultation on an assessment plan for Milner Library.
- Consulted with student affairs staff on incorporating co-curricular assessment into general education.
- Consulted graduate assistant interns on an environmental sustainability survey.

4.2 Survey design, analysis, and/or consultation

UAS staff met with faculty and/or staff from several units across campus 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. Between March 2016 and February 2017, UAS administered several surveys on behalf of a variety of units. Some of the surveys that UAS provided administered during the past year include:

- HR benefits survey
- Helped coordinate and analyze data related to a civic engagement assessment project in COM 110.
- Survey for BloNo economic development group

4.3 Data analysis/support

UAS staff received several requests for data and/or assistance analyzing and interpreting data collected for assessment purposes. Units requesting these data or assistance included the Career Center; the Center for Teaching, Learning, and Technology (CTLT); and Planning, Research, and Policy Analysis.

4.4 Professional development for ISU faculty & staff

One of the results of participation in the HLC Assessment Academy was a need for more professional development and training in assessment and evaluation for faculty and staff. As a result, UAS implemented a professional development series based on the PRAAP rubric in fall 2012 and offered sessions every fall semester. These sessions included:

- Goals and learning outcomes
- Direct and indirect measures of assessment
- Using results

UAS also offered an "assessment toolbox" workshops in spring 2017. These sessions included/will include:

- Aligning Learning Outcomes with Curricula & Programs
- Developing Portfolios to Assess Learning & Development
- Designing & Administering Feedback Surveys
- Building Evaluations with Logic Models (w/ Dr. Erin Thomas, Student Affairs)

The session content will be uploaded to the UAS conferences and presentations website: http://assessment.illinoisstate.edu/about/workshops/.

UAS and Planning, Research, and Policy Analysis were asked by the Provost Office to assist in providing a professional development session for chairpersons/directors before they submitted their Annual Assessment Updates. UAS staff outlined the PRAAP and Annual Assessment Update processes and the submission form, as well as how questions related to the Academic Program Profiles data were being asked to improve this initiative for future releases.

Status of Major FY16 Objectives

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

UAS continues to offer 6-8 workshops a year. Anecdotal feedback from attendees seems to be positive.

Goal 5. Serve the campus by engaging in outreach activities

Major Activities & Accomplishments	FY 17 Objectives	FY 18 Objectives (from FY 18 Planning Document)
5.1 Progressive Measures (Newsletter) 5.2 UAS website 5.3 Assessment Initiative Award 5.4 Presence at Campus Events		

Major Activities and Accomplishments for Goal 5

5.1 Progressive Measures (Newsletter)

Progressive measures was put on hiatus during the 2016-2017 year. UAS is going to spend the summer looking at transitioning Progressive Measures a more interactive and web-based format.

5.2 UAS website

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

After a re-design in 2015, no major changes were made to the site in FY 2016.

5.3 Assessment Initiative Award

Every year, UAS awards small grants for program-level assessment projects. The grants are generally around $2,000 each. The AAC evaluates applications for the award using an established evaluation form. 5 proposals were submitted for the most recent round, with 3 selected for funding:

- Implementation of the B.A., B.S. in Public Relation's new program assessment plan (through the School of Communication)
- Longitudinal study of ISU students' experiences in academic and workplace writing settings (through the Writing Program in the Department of English)
- Evaluation of the outreach program for international students (through Student Counseling Services)

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).

5.4 Presence at Campus Events

UAS often conducts outreach by making a presence at campus events. Between March 2015 and February 2016, these included:

- Network session at the New Chairpersons/Directors Orientation
- Table presentation at New Faculty Orientation
- Table presentation at Founder's Day

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

Major Activities & Accomplishments	FY 17 Objectives	FY 18 Objectives (from FY 18 Planning Document)
6.1 Conference and meeting attendance 6.2 Internal and external presentations & publications 6.3 Training and professional development		

Major Activities and Accomplishments for Goal 6

6.1 Conference and meeting attendance

6.2 Internal and external presentations

- *Reflecting on Students' Past and Expectations for the Future* by Derek Herrmann & Ryan Smith, CTLT Annual Teaching & Learning Symposium, January 2016
- *Reflecting and Imagining Collaboratively: Improving Student Learning at the Program Level* panel session presented by Derek Herrmann Michael Byrns and Guang Jin (Environmental Health) and Carolina Posada and Nancy Novotny (Mennonite College of Nursing) to discuss presenters' 2014-2015 Assessment Initiative Award projects, CTLT Annual Teaching & Learning Symposium, January 2016

6.3 Training and professional development

All UAS staff have completed the CITI online training.

The UAS assistant director is currently enrolled in the doctoral program in the School of Teaching and Learning.

B. 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).

I.   Internal Reallocations and Reorganizations in FY16

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.
   A goal for the reminder of FY 2017 is the creation of a plan to change the duties and responsibilities of the Office Manager position in UAS. The rationale behind this plan is the following:

   - As the office and university continue to evolve, consistency with UAS strategy and goals.
   - To move some functions from the graduate assistant and assistant director to the Office Manager. This will streamline some office functions and be more efficient in terms of staffing costs.
   - To capitalize on the skills and knowledge learned by the current Office Manager in the three years the position has been staffed.

A. 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

B. FY16 PE Statement Accountability Report- Word Template uploaded to your Budget Docs Drive: Working Folder. **Final Submission submitted through the *Select Survey uploaded to your Budget Docs Drive: FINAL Folder*– Due March 16, 2016**

C. FY16 SBC Statement Accountability Report- Word Template uploaded to your Budget Docs Drive: Working Folder. **Final Submission submitted through the *Select Survey uploaded to your Budget Docs Drive: FINAL Folder*– Due March 16, 2016**

D. FY16 IC_Gen Ed Accountability Report- *Template uploaded to your Budget Docs Drive: Working Folder –* . **Final Submission submitted through the *Select Survey uploaded to your Budget Docs Drive: FINAL Folder*– Due February 5, 2016**

E. FY16 Supplemental Travel for Field Supervision Accountability Report - *Template uploaded to your Budget Docs Drive: Working Folder –* . **Final Submission submitted through the *Select Survey uploaded to your Budget Docs Drive: FINAL Folder*– Due September 5, 2016**

NSSE 2016 Ongoing Marketing Plan

Most Recent Update: April 15, 2016

UNIVERSITY
ASSESSMENT SERVICES
Illinois State University

MARKETING GOALS

1. Increase response rates and student participation in the NSSE. Two charts showing historical response rates and response rates for the 2013 administration by demographic category are on page 2.
2. A secondary goal is to increase use of the NSSE results through the communications of results to the broader campus community.

PLAN UPDATES

1. Initial version – September 28, 2015
2. Updates based on consultation with Katy Killian, Student Affairs – October 22, 2015
3. Updates based on consultation with Tracy Windergren, UMC – TBD

BACKGROUND

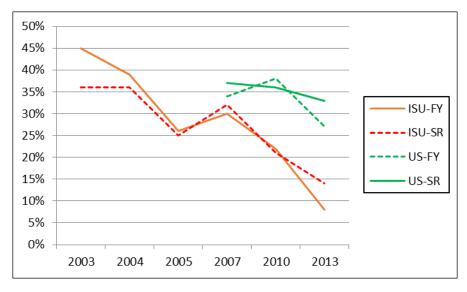## ABOUT THE NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

The National Survey of Student Engagement (NSSE) is an engagement survey created to provide colleges and universities with diagnostic, actionable information that can inform efforts to improve quality and student learning. It does this by documenting student allocation of time and effort towards institutional processes. ISU administers the NSSE to cohorts of students, with the goal of obtaining longitudinal information about them. The cohorts are described in the following table:

Figure 1. NSSE Cohorts

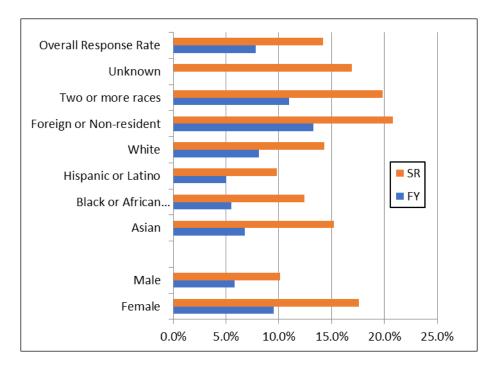|	Year & Semester of Administration										
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Cohort	sum.	spring	n/a	sum.	spring	spring	sum.	spring	spring	sum.	spring
Cohort 1	BCSSE	NSSE-FY			NSSE-SR						
Cohort 2				BCSSE	NSSE-FY			NSSE-SR			
Cohort 3							BCSSE	NSSE-FY			NSSE-SR
Cohort 4										BCSSE	NSSE-FY

Figure 2. Historical Response Rates at ISU and National Institutions That Participate in the NSSE: First-Year (FY) and Senior (SR) Students

Note. Pre-2006 national response rates not presented as rates were not aggregated by either class (FY/SR) or administration (web, paper, etc.). Pre-2007 NSSE ISU surveys may have been administered in paper, or paper and online.

Figure 3. NSSE 2013 Respondent Profile by Demographic

Note. Chart does not include American Indian/Alaskan Native (0 respondents out of a population of 4 and 11 for first-year and senior students, respectively). Chart does not include Native Hawaiian/Other Pacific Islander (0 respondents out of a population of 0 and 1 student for first-year and senior students, respectively). Response rates should be interpreted in terms of population sizes.

FIGURE 4. MARKETING SRATEGIES

Impl.	Conf.	Strategy	Location(s)	Audience	Budget	Contact Person(s)	Date (~ = approximately)
✓	✓	Message and Image	All	Students	TBD	T. Windergren	Monday 11/30/15
	✓	Social Media – Facebook main ISU site	Online	Students	$0	R. Denham – UMC	Message/Image already at UMC. Reminder email on 2/8/16.Date on FB: ~W, 2/10/16
	✓	Social Media – Facebook partners	Online	Students	$0	R. Denham – UMC	Message/Image already at UMC. Reminder email on 2/8/16. Date on FB: ~W, 2/10/16
	✓	Social Media – Instragram	Online	Students	$0	R. Denham – UMC	Message/Image already at UMC Reminder email on 2/8/16. Date on FB: ~W, 2/10/16
	✓	Social Media – Twitter	Online	Students	$0	R. Denham – UMC	Message/Image already at UMC Reminder email on 2/8/16. Date on Twitter: ~W, 2/10/16
	✓	Social Media – Snapchat	Online	Students	$0	R. Denham – UMC	Message/Image already at UMC Reminder email on 2/8/16. Date on SChat: ~W, 2/10/16
✓	✓	ISU News	Online	Students/F/S	$0	R. Denham – UMC	Send draft article to R. Denham by 11/18/15. Reminder email on 2/8/16. Publish date: 2/1/16.
	✓	Computer Labs	Computer workstations	Students	$0	U Labs – B. Gibson COB – S. Vandiver Library – K. Hoyt	Send to 3 by 1/11/16. Reminder email on 2/8/16. Date on lab comp: ~W, 2/10/16
	✓	MyIlstu announcement	Online	Students	$0	A. Skorpinski – Web	Send to A. Skor by 1/11/16. Reminder email on 2/8/16. Ann. Date: ~W, 2/10/15
✓	✓	NSSE landing page	Online	Mostly F/S*	$0	Univ. Assessment	Completed, 1/13/16
	✓	Administration in Advising Waiting Room	Fell Hall	Students	?	Working with A. Noel-Elkins, exploring feasibility and administration	Reminder sent to A. Noel 1/12/16. Reminder email on 2/8/16. Deliver to UCollege on 2/9/16.
	✓	Digital Signs (specific locations next rows)	Campus buildings	Students	$0	Communications path via T. Windegren (see email 1/15/16). Invitation to participate sent 1/25/16 and 1/26/16	Message/image at UMC. Date on signs: ~W, 2/10/16

Impl.	Conf.	Strategy	Location(s)	Audience	Budget	Contact Person(s)	Date (~ = approximately)
	✓	*Digital Sign*	*Bone Student Center*	*Students*	*$0*	*Sarah Schlagetter – confirmed via email 1/26/16.*	Reminder email on 2/8/16. Will run two weeks starting 2/10/16
	✓	*Digital Sign*	*Campus Recreation*	*Students*	*$0*	*Andy Read – confirmed via email 1/27/16.*	Reminder email on 2/8/16. Will run two weeks starting 2/10/16
	✓	*Digital Sign*	*Student Health Services*	*Students*	*$0*	*Emily Derege – confirmed via email 1/26/16.*	Reminder email on 2/8/16. Will run two weeks starting 2/8/16
	✓	*Digital Sign*	*Campus Dining:* - *Watterson* - *Linkins*	*Students*	*$0*	*Nick Bednarek – confirmed via email 1/29/16. Reminder sent on 2/5/16.*	Reminder email on 2/8/16. Will run 2/8/16 through 2/14/16, plus additional if needed
	Not conf.	*Digital Sign: No Response to request*	*CAST, COB, CFA, HPW, KNR, & Fell Hall (COM)*	*Students*	*$0*	*See list from UMC*	n/a

*F/S – Faculty/Staff
Impl.=Implemented, Conf.=Participation or support confirmed

ADMINISTRATION

- Web browser.
- Mobile devices (NSSE formatted for mobile devices this year).
- Advising waiting room (Fell Hall), in development.

Survey Schedule

1. Invitation: Wednesday, February 10
2. Reminder 1: Thursday, February 18
3. Reminder 2: Tuesday, March 1
4. Reminder 3: Tuesday, March 15
5. Final Reminder: Monday, March 21

INCENTIVES

Two students will be randomly selected to win one of two mini iPads, valued at approximately $239 each.

MESSAGING

Freshman and Seniors: Complete the NSSE Survey for a Chance to Win a Mini iPad. Look for the survey link in an email from President Dietz sent to you on February 10.

STRATEGIES FOR COMMUNICATING RESULTS (long range, into 2016-17)

- NSSE Mapping Project
- CTLT professional development sessions.
- CTLT Teaching & Learning Symposium.
- External?
- Identify a data-use team

MARKETING AND PROMOTIONAL SUPPORT

MARKETING & RESEARCH CONSULTANTS

- Christine Bruckner, Research & Planning Analyst, Planning, Research, & Policy Analysis
- Ryan Denham, Online Communications Coordinator, University Marketing & Communications
- Katy Killian, Assistant to the Vice President for Student Affairs for Marketing & Communications
- Michael Mahle, Graphic Design Manager, University Marketing & Communications
- Sean Thornton, Graphic Designer, University Marketing & Communications
- Erin Thomas, Acting Director for Assessment & Engagement Initiatives, Student Affairs
- Tracy Windergren, Assistant Director, University Marketing & Communications

RECRUITMENT SUPPORT & CONSULTATION

- Brian Gibson, ULabs, 8-0794
- Jeff Grabb, College of Business, 8-7926
- Krena Hoyt, Milner, 8-2127
- Rudy Radosevich, Computer Infrastructure Support Services (email support)
- Alex Skorpinski, Web Services, 8-7108
- Doug Smith, Digital Signage, 8-3685
- Steve Vandiver, College of Business Marketing, 8-2646

DIGITAL SIGN SUPPORT (as of 1/26/2016)

- Nick Bednarek, Campus Dining, Watterson & Marketplace (Linkins)
- Ed Campbell, Residence Life
- Emily Derege, Student Health Services
- Andy Read, Campus Recreation
- Sarah Schlagetter, Bone Student Center

LITERATURE AND RESEARCH

Bergstrom, M., & Hosch, B.J. (2006, October). *How Do You Know They're Engaged if They Don't Take the Survey?* SAIR presentation. http://www.usca.edu/ie/research/Presentations/SAIR-NSSE2006.pdf

Clark, B. (n.d.). *Doubling the 2009 NSSE Response Rate through Targeted Marketing.* KAIR presentation. http://nsse.indiana.edu/institute/images/promo/KAIR%20Presentation%20Fall%202009%20Condensed%20for%20NSSE.pdf

Feldman, M.L., & Jackson, K. (2010, November 11). *The Cobbler's Children Have Shoes: Using Effective Educational Practices to Administer the NSSE*. MidAIR. http://midair.org/pdf/past-conferences/2010/feldmannjackson%20nsse.pdf

Spring Hill College. (2012). *NSSE Group Project.* http://lvgarza.weebly.com/uploads/2/8/7/4/28744529/nssegroupproject.pdf

McCormick, A., & Kinzie, J. (n.d.). *Increasing Student Participation and Response Rates: What Works?* NSSE Users Workshop, San Francisco. http://nsse.indiana.edu/institute/workshops/2011/USF/presentations/Increasing_Student_Participation_rev.pdf

McGowan, B.L. (2012, February). *Encouraging Student Participation in NSSE. NSSE webinar.* http://nsse.indiana.edu/webinars/2012_02_28/Encouraging_Student_Participation.pdf

NSSE. (n.d.). *Encouraging Student Participation.* http://nsse.indiana.edu/html/enc_stud_par.cfm

NSSE. (n.d.). *Maximizing Your Number of Respondents Effectively and Ethically.* http://nsse.indiana.edu/html/max_number_respondents.cfm

NSSE. (n.d.). *Tips for Your NSSE Administration.* http://nsse.indiana.edu/html/tips_NSSE_survey_admin.cfm

Sarraf, S. (2014, October 2). *Improving Student Participation Rates: What We've Learned about Incentives and Promotions.* NSSE webinar. http://nsse.indiana.edu/webinars/pdf/NSSE%20Incentives%20and%20Promotions%20%28October%202014%29.pdf

Ward, T. (n.d.). *What Happened! Students Tell Us Why They Didn't Participate in NSSE.* SAIR presentation.

Appendix B. PRAAP Checklist Rubric

Assessment Plan Checklist Rubric

Academic degree program: _____

Student learning outcomes:
- Are discipline-specific
  - ☐ Yes
  - ☐ Somewhat
  - ☐ No

- Are measureable
  - ☐ Yes
  - ☐ Somewhat
  - ☐ No

- Are aligned with program curriculum(a)
  - ☐ Yes
  - ☐ Somewhat
  - ☐ No

- Are aligned with department/school, college, and/or university mission, vision, goals
  - ☐ Yes
  - ☐ Somewhat
  - ☐ No
  - ☐ Unknown

Comments:

Direct evidence of student learning
- Methods include:
  - ☐ Examinations
  - ☐ Papers/theses
  - ☐ Projects
  - ☐ Performances/Presentations
  - ☐ Exhibitions
  - ☐ Case studies/critical incidents
  - ☐ Clinical evaluations
  - ☐ Oral examinations
  - ☐ Comprehensive examinations
  - ☐ Portfolios
  - ☐ Other, please specify:

- Methods are aligned with program curriculum(a)
    - ☐ Yes
    - ☐ Somewhat
    - ☐ No

- Multiple points across the curriculum(a) are used to collect data
    - ☐ Yes
    - ☐ Somewhat
    - ☐ No

Comments:

Indirect evidence of student learning

- Stakeholders include:
    - ☐ Students
    - ☐ Alumni
    - ☐ Faculty
    - ☐ Field experience supervisors
    - ☐ Employers
    - ☐ Graduate/professional schools
    - ☐ Advisory boards
    - ☐ Other, please specify:

- Methods include:
    - ☐ Survey
    - ☐ Interviews
    - ☐ Focus groups
    - ☐ Reflective essays
    - ☐ Other, please specify:

- Additional measures include:
    - ☐ Student participation rates
    - ☐ Honors, awards, and scholarships
    - ☐ Retention and graduation rates
    - ☐ Job placement rates
    - ☐ Alignment with professional standards
    - ☐ Certification/accreditation of program
    - ☐ Faculty publications/presentations/performances with students
    - ☐ Other, please specify:

- Methods and measures are aligned with student learning outcomes
  - ☐ Yes
  - ☐ Somewhat
  - ☐ No

Comments:

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| |

Use of the results

- This involves:
  - ☐ Chairperson/Director (or Dean)
  - ☐ Associate or Assistant Chairperson/Director (or Dean)
  - ☐ Program Coordinator
  - ☐ Faculty (individual or committee)
  - ☐ Other, please specify:

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| |

- This is done at:
  - ☐ Committee meetings
  - ☐ Full faculty meetings
  - ☐ Retreat
  - ☐ Other, please specify:

| |
| |

- This is done using:
  - ☐ Rubrics
  - ☐ Content analyses
  - ☐ Other, please specify:

| |
| |

- Timeline(s) are established for:
  - Collecting data?
    - ☐ Yes
    - ☐ Somewhat
    - ☐ No

- Reviewing and interpreting data?
  - ☐ Yes
  - ☐ Somewhat
  - ☐ No

- Making decisions/implementing changes based on results?
    - ☐ Yes
    - ☐ Somewhat
    - ☐ No

- Examples of decisions/changes that have been made are included
    - ☐ Yes
    - ☐ Somewhat
    - ☐ No

Comments:

<u>Overall comments</u>