



UNIVERSITY
ASSESSMENT SERVICES
Illinois State University

FY 2019 Annual Report

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

Illinois State University Academic Affairs: FY19 Annual Report

I. Accomplishments and Productivity for FY19

A. List the unit’s goals and how the goals support *Educate•Connect•Elevate*.

Table 1. UAS Goal Alignment with *Educate•Connect•Elevate*

UAS Goal	Strategic Direction	Objective	Action
1. Actively participate in the planning, implementation, analysis, summarization of results and dissemination of findings for institution-wide assessment efforts. ¹	I. Enhance Strength and Stability	D) Use best practices to continuously improve sustainability and institutional effectiveness	3. Leverage data analytics to inform decision-making
	II. Foster Innovation	C) Enhance organizational infrastructure to support innovation and collaboration	3. Utilize technological solutions that enhance productivity and creativity
	IV. Enrich Engagement	C) Deepen student engagement in activities that prepare them for lifelong learning and success	1. Support efforts to assess student career outcomes and placement in graduate and professional school
2. Work with other units to increase cooperation and coordination of assessment on campus and serve as partners on select assessment projects.	I. Enhance Strength and Stability	D) Use best practices to continuously improve sustainability and institutional effectiveness	2. Increase collaboration across departments and divisions
3. Develop and maintain assessment efforts, in consultation with units, which result in appropriate data regarding learning outcomes for the purpose of accreditation.			
4. Advise faculty and staff on purpose, design, methodology, and use of assessment techniques to enhance student learning.	I. Enhance Strength and Stability	B) Attract and retain exceptional faculty and staff	2. Maximize employee growth through learning and professional development opportunities
		D) Use best practices to continuously improve sustainability and institutional effectiveness	2. Increase collaboration across departments and divisions
5. Serve the campus by engaging in outreach activities.	I. Enhance Strength and Stability	B) Attract and retain exceptional faculty and staff	3. Foster a workplace culture that supports personal and community well-being
6. Maintain a level of expertise in higher education assessment through staff development.	I. Enhance Strength and Stability	B) Attract and retain exceptional faculty and staff	2. Maximize employee growth through learning and professional development opportunities

¹ 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.

Table 2. UAS Goal Alignment with HLC Criteria & Assumed Practices²

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 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).

² Higher Learning Commission. *HLC Criteria*. <https://www.hlcommission.org/Policies/criteria-and-core-components.html>. See also: Evaluative Framework for HLC Criteria: <https://www.hlcommission.org/Policies/evaluative-framework-for-the-hlc-criteria.html>

B. List major accomplishments for each goal.

UAS Planning Context

Prior to the 2017-18 year, UAS considered engaging in a strategic planning process for the unit. The last quality-improvement related process was conducted in 2013-14 as part of the HLC Assessment Academy. A description of the goals and changes made as a result of ISU's participation in that process is described in the HLC Assessment Academy Results Report.³ Rather than engaging in a formal strategic planning process that include feedback from stakeholders or internal and external environmental scanning, a decision was made to analyze UAS activities using Academic Affairs' planning and budgeting processes.

UAS has new leadership going into the 2019-20 year, Associate Provost Dr. Ani Yazedjian. Moving forward, UAS staff will work with Dr. Yazedjian in the development of unit goals and budgets.

³ Results Report: <https://assessment.illinoisstate.edu/about/HLC-Academy-Impact-Report-5-1-2014-Illinois-State-Univ.pdf>

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

Primary Activities	FY 19 Objectives
1.1 Coordinating PRAAP 1.2 Consultation for general education assessment 1.3 Engagement Surveys 1.4 Alumni Survey	<ul style="list-style-type: none"> • Alter the PRAAP timeline to include next year’s cohort (as scheduled) and the following year’s cohort. • Coordinate (with the Associate Vice President for Undergraduate Education) reviews of collected student assignments. • Administer BCSSE to new first-year students during preview and investigate and implement new methods for administering and using BCSSE results. • Investigate and implement new methods for collecting data about ISU graduates. • Develop and execute plan for communicating the IBHE Career Outcomes data. • Incorporate engagement survey data into Cognos and develop strategies to use the data for improvement. • Investigate the feasibility and potential use of a qualitative software package.

1.1 Coordinating PRAAP

UAS supports PRAAP in two ways. First, program assessment plans are reviewed by members of the Assessment Advisory Council (AAC) and UAS staff prior to programs submitting their program review self-study document. After the review, UAS staff meets with chairpersons/directors and faculty to discuss the feedback from the review, make recommendations for changes, if any, and offer assistance as they prepare for program review. This year, AAC members and UAS staff reviewed and provided feedback on 42 program assessment plans and will meet with chairpersons/directors and faculty from 15 units to discuss these reviews and feedback. AAC members from those units will be invited to attend as well.

The second way in which UAS supports PRAAP is through service on the Academic Planning Committee (APC), which reads and discusses program review self-study documents. This year, the UAS Assistant Director served on the APC and reviewed 18 program/center review self-study documents.

Significant improvements to the PRAAP process in the last few years include:

1. *Replacing the standard rubric with the checklist rubric.* In the 2015-2016 academic year, a checklist rubric replaced the previous descriptive rubric as the instrument used to review and provide feedback regarding program assessment plans. Although the descriptive rubric provided important information on the status of assessment plans (underdeveloped, developed, exemplary, etc.), UAS staff concluded that this rubric did not provide helpful feedback to academic programs regarding how they could improve their assessment plans. The descriptive rubric provided summative feedback and was inconsistent with UAS staff’s philosophy of engaging faculty through a continuous improvement approach (as opposed to an approach based on compliance). The checklist rubric, however, provides a context for more improvement-oriented dialog with faculty about student learning. This checklist rubric was created in consultation with (and approved by) the AAC and is posted online.⁴
2. *New PRAAP timeline.* Based on feedback from programs, respondents indicated that having more time between receiving the PRAAP feedback and submitting their program review self-study document would allow for more discussions of the feedback among the program faculty and thus, would allow more time for

⁴ UAS, Program Assessment, <https://assessment.illinoisstate.edu/program/>

revisions to the program assessment plan to be made. This was proposed to the AAC by UAS staff, and given the reasoning, they supported altering the timing of PRAAP. PRAAP now occurs three years prior to submission of the program review self-study document rather than two years). This change will be taking place for the first time this year. The revised calendar is outlined below. A description of the PRAAP process is online at the UAS website.⁵

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 Vice President for Undergraduate Education in regard to General Education program assessment. More information about UAS's role in coordinating the general education assessment process is included in the narrative section for Goal 2, [2.1: Council for General Education](#).

1.3 Engagement Surveys

UAS is responsible for conducting university-wide engagement surveys. Three engagement surveys are administered by Indiana University and coordinated at ISU on a three-year schedule ([Table 4](#)). The most recent engagement surveys administered by UAS were:

1. Beginning College Survey of Student Engagement (BCSSE) in summer 2018.
2. National Survey of Student Engagement (NSSE) in spring 2016 and spring 2019.
3. Faculty Survey of Student Engagement (FSSE) in spring 2017. The Faculty Survey of Student Engagement for Graduate Student Instructors (FSSE-G) was administered for the first time (both ever and at ISU) in spring 2015 but has not been administered by Indiana University since that time.

Table 3. ISU Engagement Survey Schedule

Year & Semester of Administration		Cohort					
		Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6
2006	summer	BCSSE					
2007	spring	NSSE-FY					
2008	spring	FSSE					
2009	summer		BCSSE				
2010	spring	NSSE-SR	NSSE-FY				
2011	spring		FSSE				
2012	summer			BCSSE			
2013	spring		NSSE-SR	NSSE-FY			
2014	spring			FSSE			
2015	summer				BCSSE		
2016	spring			NSSE-SR	NSSE-FY		
2017	spring				FSSE		
2018	summer					BCSSE	
2019	spring				NSSE-SR	NSSE-FY	
2020	spring					FSSE	
2021	summer					BCSSE	
2022	spring					NSSE-SR	NSSE-FY

⁵ UAS, Process for the Review of Academic Assessment Plans/Annual Update for Academic Assessment Plans, <https://assessment.illinoisstate.edu/downloads/review-process.pdf>

UAS worked with University Marketing & Communications (UMC) in the development of a marketing plan for the administration of the NSSE in spring 2016, which resulted in higher response rates that were comparable to national response rates, shown in [figure 1](#) and [figure 2](#).

Figure 1. Historical NSSE Response Rates: ISU & All NSSE Respondents, First-year Students

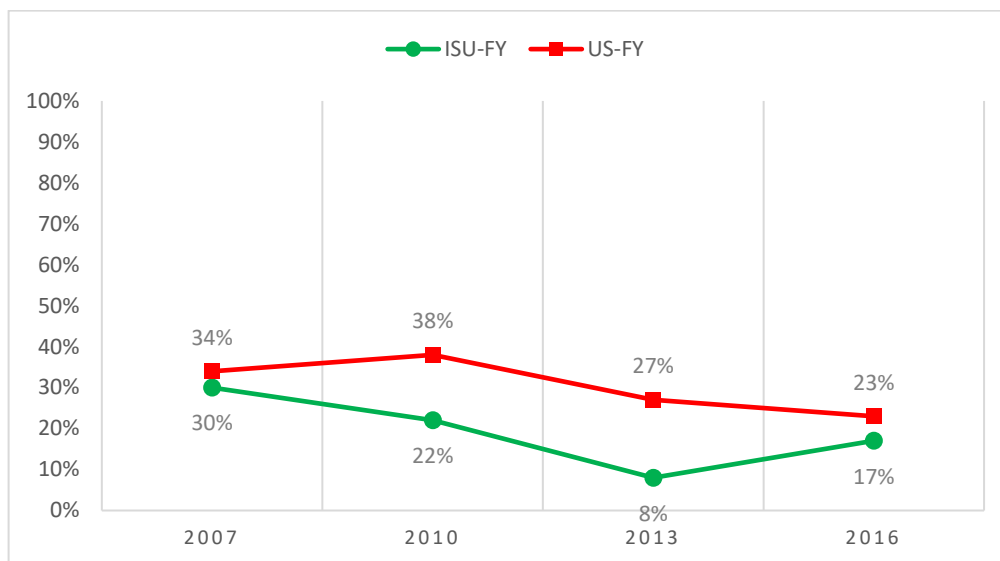
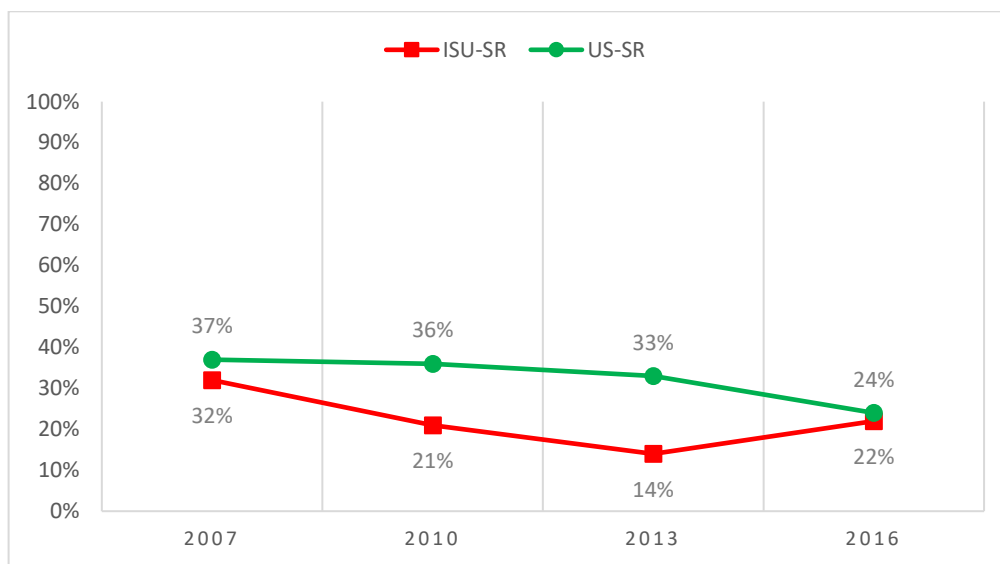


Figure 2. Historical NSSE Response Rates: ISU & All NSSE Respondents, Seniors



2018 BCSSE Administration

ISU administered the BCSSE to nearly 3,000 incoming ISU students during the Preview orientation sessions in summer 2018. Historically, ISU delivered the surveys to Preview guides who then would consent the participants and distribute and collect the surveys. Due to changes in human subjects research regulations, it was determined that individuals gathering consent from research participants must be trained through the Collaborative Institutional Training Initiative (CITI). As a result, UAS staff administered and gathered consent from all students who agreed to participate.

During the first week, BCSSE surveys were administered in the morning Preview sessions in the Hewitt-Manchester residence halls. UAS and Preview staff determined this environment was not conducive for survey administration, so after the first week, surveys were administered to Preview students while they ate lunch in Schroeder Hall. The process involved packing nearly 250 surveys a day in totes, driving the surveys to Schroeder, administering and collecting the surveys, repacking in totes, and driving back to the UAS office in the ITDC building. The UAS Administrative Aide tracked and organized the surveys in preparation for delivery to Indiana University.

Although the process was effective, UAS staff is continually evaluating it and may modify some elements in the next BCSSE administration.

1.4 Alumni Survey

UAS currently is administering the ISU Alumni Survey. There has been a gap in the administration of the alumni survey for several years. Initially, the contact and demographic information that are requested from Alumni Relations had not been aligned with the new campus-wide data systems during their implementation. In addition, the response rates from every previous administration have been very low (ranging from 8.6% to 12.7% over the last five years). Although we are aware of the value that the feedback from this project can have for academic programs (especially responses to open-ended response items), we acknowledge the difficulty in drawing conclusions from these data and using them in program revision and planning.

Previously, UAS staff revised the ISU Alumni Survey such that any items that were not part of the IBHE-requested alumni data were removed; although this reduced the number of items, the response rate did not seem to be affected. An initiative that UAS staff has discussed is again revising the ISU Alumni Survey (given that the IBHE has not asked for alumni data since 2012) to include less items that are focused on the following areas:

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

In an effort to provide career-related information of alumni, UAS staff began the ISU Graduate Salary and Labor Market study using information provided by the Illinois Department of Employment Security (IDES). When the previous annual report was submitted, UAS staff had received salary and industry data for 42,317 ISU undergraduate alumni from the 2003-2012 cohorts. These data represented up to 40 quarters of monthly salaries. In addition to graduate salary and industry, the database also includes the following information about students:

- Demographic information: gender, race/ethnicity, age, home address
- High school information: county, name, H.S. code, zip code
- Student pre-college academic information: high school GPA, ACT (math, English, science, reading, and composite)
- Student ISU academic information: GPA, Major, Sequence
- Entry type: native with previous degree, native with no previous degree, transfer with associate's degree, transfer with no associate's degree, other

In FY18, UAS updated the data from the Illinois Department of Employment Security (IDES) for the ISU Graduate Salary and Labor Market study. The data cover all ISU undergraduate alumni who have worked in Illinois between 2004 and 2016. Approximately 42,000 graduates are included in the dataset.

UAS also developed a dashboard of the data using Tableau. The dashboard was shared with President Dietz, and very broad, summary-level reports were printed and distributed to chairpersons/directors. The state of Illinois has also developed a career outcomes online dashboard that includes the same or very similar variables but less alumni and less years of data. As of March 2019, the career success tool is live and publicly available.

Status of FY 19 Objectives for Goal 1

Alter the PRAAP timeline to include next year's cohort (as scheduled) and the following year's cohort.

- Completed

Coordinate (with the Associate Provost for Undergraduate Education) reviews of collected student assignments.

- In progress. Low participation among General Education course instructors has been a challenge that altered the review schedule for the course categories within the General Education program. At this time, appropriate varieties (i.e., from multiple different courses) and numbers (i.e., sample size) of assignments have been gathered, and the process of preparing them for review (e.g., sampling from among gathered assignments, de-identifying the assignments to be review, soliciting faculty reviewers) is underway.

Administer BCSSE to new first-year students during preview and investigate and implement new methods for administering and using BCSSE results.

- Completed

Investigate and implement new methods for collecting data about ISU graduates.

- UAS updated the IDES data in 2018. UAS is also partnering with the Career Center on Project Nest. This project will create a first-destination platform for gathering, analyzing, and communicating alumni outcomes. UAS will continue to partner with the Career Center and other campus units on this project.

Develop and execute plan for communicating the IBHE Career Outcomes data.

- The Associate Provost for Undergraduate Education assumed responsibility for this project.

Incorporate engagement survey data into Cognos and develop strategies to use the data for improvement.

- UAS provided engagement survey data from the last several BCSSE and NSSE administrations to Enterprise and Data Analytics (EDA) staff. They currently are using the data in predictive analytics and other work.

Investigate the feasibility and potential use of a qualitative software package.

- UAS does not complete enough qualitative analysis to justify the purchase of qualitative software.

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

Primary Activities	FY 19 Objectives
2.1 Council on General Education (CGE) 2.2 Assessment Advisory Council (AAC) 2.3 Academic Planning Committee (APC) 2.4 Other collaborations	<ul style="list-style-type: none"> Coordinate (with the Associate Provost for Undergraduate Education) reports of assessment findings to CGE

2.1 Council on General Education (CGE)

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

- Requesting General Education course and instructor information prior to the beginning of the fall and spring semesters;
- Preparing communication materials (i.e., recipient lists, email texts) that are sent on behalf of the Associate Vice President for Undergraduate Education to General Education course instructors (for student assignments) and to chairpersons/directors (for course syllabi) based on the course categories scheduled for review;
- Collecting student assignments from instructors that volunteer to submit; then sampling, copying, and returning the original assignments to instructors (within 24 hours of submission) if paper-based; or downloading assignments onto a flash drive if electronically submitted;
- Storing course syllabi and student assignments that have been submitted;
- Organizing the course syllabi and student assignments for review.

The UAS Assistant Director attends the first CGE meeting of the fall and spring semesters to provide an update on the General Education program assessment. As mentioned previously, submissions of student assignments have been fewer than anticipated, and thus, student assignments from every course category except United States Traditions (UST) have been requested during multiple years rather than during a single year as indicated in the program assessment plan. The student assignments from the UST courses have been reviewed, and the preliminary results are being shared with the CGE. UST faculty then will be invited to informal discussions (e.g., brown bag sessions) of the results and how they can be used to improve the General Education program.

The previous Associate Provost for Undergraduate Education and the UAS Assistant Director have reviewed the General Education course syllabi that were requested from course instructors during the first few years and the course syllabi that have been requested from chairpersons/directors more recently. These reviews consisted of examining the course syllabi for inclusion of the General Education program goals and learning outcomes that are aligned with the course categories. These results also are being shared with the CGE to determine how to use them for program improvement.

In addition, the UAS Assistant Director worked with a faculty ‘administrator in residence’ in the Provost Office to develop a General Education Student Survey during the fall 2018 semester. To our knowledge, a survey of students regarding the General Education program has never been completed, yet such information can be insightful and nicely supplement other information (i.e., syllabi and assignment reviews) as part of the program assessment. The draft survey has been shared with the CGE, and the recommended revisions are being considered and implemented, with a pilot study planned for after later this spring.

2.2 Assessment Advisory Council (AAC)

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

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

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

- Dr. Renéé Watson, Associate Dean of Students, 2016-2017 Assessment Initiative Award project: *Understanding the Goals and Motives of ISU Homecoming Planners and Attendees*, 3/21/18
- Dr. Erin Thomas, Director of Assessment and Engagement Initiatives (Division of Student Affairs): *Assessment Update from Student Affairs*, 4/25/2018
- Dr. Ryan Smith, UAS Director, *Overview and Demonstration of the 'Illinois College to Career Tool,'* 9/12/2018
- Dr. Ryan Smith, UAS Director, *Overview of ISU's 2018 Beginning College Survey of Student Engagement (BCSSE) results*, 11/14/2018
- Dr. Jan Murphy, Provost and Vice President for Academic Affairs; and Dr. Ani Yazedjian, Associate Provost, *Overview of ISU's Year 4 Assurance Review with the Higher Learning Commission (HLC)*, 1/16/2019
- Dr. Sarah Boesdorfer, Assistant Professor of Chemistry Education, 2017-2018 Assessment Initiative Award project: *Assessment of online-only graduate-level Chemistry education programs*, 2/20/2019
- Dr. Christa Platt, Coordinator of Diversity Advocacy (Dean of Students office), 2017-2018 Assessment Initiative Award: *Retention of students from the Noble Charter School Network*, 3/27/2019
- TBD; possibly Enterprise Data & Analytics staff OR discussion of committee documents 4/17/2019

In addition to suggestions from AAC members, the UAS Assistant Director/AAC chairperson has provided initiatives (based on the findings of his evaluation project) on which he would like to work with the council that include updating the AAC committee document (the most recent document is dated April 2003) to reflect the current state of assessment at ISU and developing a framework of assessment at ISU. Limited time during meetings has been available for such discussions, but the membership portion of the AAC committee document has been updated by the UAS Assistant Director/AAC chairperson, received feedback from the AAC members during one meeting, and has been revised and shared with the AAC members for additional feedback. The Assistant Director/AAC chairperson may propose that a subcommittee of the council work with him to update the committee documents in the future.

2.3 Academic Planning Committee (APC)

UAS has a standing membership role on the Academic Planning Committee (APC). The goal of the UAS representative is to provide insight into academic program assessment plans during the review and then work with programs and centers that require follow-up related to assessment. This year, the UAS Assistant Director served as the UAS representative on the APC, attending 10 committee meetings and reviewing 18 self-studies, including the program assessment plans for each of the programs under review. After the self-studies have been reviewed and the committee's recommendation provided, the UAS Assistant Director will attend the consultation meetings between the APC members and the chairpersons/directors and program faculty that submitted the self-study documents.

2.4 Other collaborations

- CAEP reaccreditation team
- Diversity Requirement Task Force
- Retention task force with Enterprise Data & Analytics
- HLC Accreditation Team
- Project Nest First Destination Project
- University Climate Task Force

Status of FY 19 Objectives for Goal 2

Coordinate (with the Associate Provost for Undergraduate Education) reports of assessment findings to CGE

- In progress. Reports from the review of course syllabi and the United States Traditions (UST) student assignments have been provided to the CGE for their recommendations regarding improvement of the overall General Education program. The UST report also will be shared and discussed with instructors of UST courses to determine specific recommendations for addressing student attainment of the program goals and learning outcomes.

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

Primary Activities	FY 19 Objectives
3.1 Specialized Accreditation Support 3.2 Institutional Accreditation Support	<ul style="list-style-type: none"> Assist HLC accreditation efforts in preparation for interim report

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 ISU Alumni Survey.

UAS provided logistical and data support in the College of Education’s re-accreditation with the Council for the Accreditation of Educator Preparation (CAEP)

3.2 Institutional Accreditation Support

The UAS Director and Assistant Director were responsible for updating information and gathering evidence files for two of the three Core Components within HLC Criterion 4: Teaching & Learning – Evaluation & Improvement as part of ISU’s Year 4 Assurance Review. They also provided updated information and evidence files for several parts of Criterion 3: Teaching & Learning – Quality, Resources, & Support.

Status of FY 19 Objectives for Goal 3

Assist HLC accreditation efforts in preparation for interim report

- In progress. Because the updating and gathering of evidence will occur into the summer 2019, UAS staff will continue to provide support to Provost Office staff as the report and files are finalized.

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

Primary Activities	FY 19 Objectives
4.1 Staff & Unit Consultations, including data requests and evaluation projects	<ul style="list-style-type: none"> • Offer a fall 2018 workshop series focused on primarily elements of PRAAP.
4.2 Professional development for ISU faculty & staff	<ul style="list-style-type: none"> • Offer an assessment tool box workshop series in spring 2019.

4.1 Staff & Unit Consultations, including data requests and evaluation projects

UAS has consulted and worked with individuals and programs across the university. These consultations can include general advice and guidance with an assessment or evaluation plan, data analysis, or survey design. Between March 2018 and February 2019, UAS staff provided consultations, wrote reports, and coordinated evaluation projects for several units on campus. These include:

- Registrar’s Office: Report on job placement of ISU graduates
- University College:
 - Report of? first-generation college student enrollment at ISU
 - Transfer Days Program Evaluation administration and reports
- Center for Teaching, Learning, and Technology (CTLT):
 - Needs Assessment Survey planning, administration, data analysis, and reporting
 - Consultation regarding useful data for program/service assessment and improvement
- Climate Assessment – Update Report
- Philosophy: Alumni Survey project (not implemented)
- College of Education Fulbright Award – Evaluation design consultation
- Event Management, Dining, and Hospitality/Campus Dining Services: Student Orientation evaluation consultation
- Facilities Management/Facilities Planning & Construction: Classroom furniture evaluation survey consultation
- College of Education:
 - Professional Educator Disposition Assessment: consultation regarding administering survey to cooperating teachers
 - Facilitated strategic plan focus groups (collaboration with Dr. Dakesa Piña, Student Counseling Services)
 - Continuing conversations: consistency of teacher education data analysis and reporting
- Community Engagement and Service Learning: Carnegie Civic Engagement evaluation template consultation
- NSSE religious diversity assessment for Health Wellness & Promotions
- Honors Program: Assessment consultation
- Milner Library: Consultation regarding integration of library resources with student learning
- Academic Advising Council: Administer survey and develop reports
- University Curriculum Committee/Diversity Requirement Task Force: Administered and reported on Inclusion, Diversity, Equity, Access in U.S. Society (IDEAS) Survey
- Marketing/Business Teacher Education: Master’s program assessment plan consultation
- Geography, Geology, and the Environment: Assessment plan for a new program consultation

- Nursing: Consultation regarding available data sources within ISU
- Physics: Revised program assessment plan consultations
- Kinesiology and Recreation/Athletic Training: Master's program assessment plan consultation
- Languages, Literatures, and Cultures: Consultations to move online rubrics from Formstack to Qualtrics
- ISU graduate labor market outcome data reports: Languages, Literatures, and Cultures; College of Education; Psychology; Economics; English; Marketing/Business Teacher Education; Music/Music Teacher Education; College of Fine Arts; Biological Sciences

4.2 Professional development for ISU faculty & staff

One of the findings from a chairpersons/directors survey (completed in 2012 as a component of participating in the HLC Assessment Academy) was a need for more faculty/staff professional development and training in assessment and evaluation. As a result, UAS implemented two professional development series:

1. Refining Your Assessment Plan Series. This series is oriented towards programs going through PRAAP and/or in preparation for program review or specialized accreditation reports/visits and has been offered during the fall semesters
2. Assessment Toolbox Series. This series is oriented towards a general audience and has been offered during the spring semesters.

Three or four workshop sessions have been offered as part of each series, and many of those topical sessions have been offered twice in a given semester (e.g., on a Tuesday morning and then on a Wednesday afternoon) to accommodate faculty and staff availability. The assessment plan series is being offered during the spring 2019 semester, and so only one topical session from each series is being offered (i.e., assessment plan session on Tuesday afternoons and assessment toolbox session on Wednesday mornings).

During the fall 2018 semester, two faculty who recently revised their program assessment plans as part of both ISU's program review and specialized accreditation reviews were invited to attend the assessment plan sessions to share their experiences and advice for workshop attendees. One of these faculty again is attending the spring 2019 sessions. In addition, AAC members were asked to attend sessions to provide yet another assessment perspective, and at least one AAC member attended or will attend most of the workshop sessions during both the fall and spring semesters.

2018-19 Professional Development Sessions

- Assessment Toolbox 1: Developing and Aligning Outcomes with Curricula and Programs – 3/6/2018
- Assessment Toolbox 2: Creating and Using Rubrics to Examine Learning and Development – 3/20/2018
- Assessment Toolbox 3: Building Evaluations with Logic Models – 4/3/2018

- Refining Your Assessment Plan 1: Determining Student Learning Outcomes – 9/25 & 9/26/2018
- Refining Your Assessment Plan 2: Selecting Direct and Indirect Evidence of Student Learning – 10/9 & 10/10/2019
- Refining Your Assessment Plan 3: Developing Feedback Mechanisms – 10/22 & 10/23/2018
- Refining Your Assessment Plan 4: Aligning Assessment and Program Review – 11/6 & 11/7/2018

- Refining Your Assessment Plan 1: Determining Student Learning Outcomes – 2/12/2019
- Assessment Toolbox 1: Writing Learning Outcomes at the Program Level – 2/13/2019
- Refining Your Assessment Plan 2: Selecting Direct & Indirect Evidence of Student Learning – 2/26/2019

- Assessment Toolbox 2: Aligning Program Outcomes with Program Curriculum and Activities – 2/27/2019
- Refining Your Assessment Plan 3: Developing Feedback Mechanisms – 3/19/2019
- Assessment Toolbox 3: Understanding Your Program’s Theory through Logic Models – 3/20/2019
- Refining Your Assessment Plan 4: Aligning Assessment and Program Review – 4/2/2019

Status of FY 19 Objectives for Goal 4

Offer a fall 2018 workshop series focused on primarily elements of PRAAP.

- Completed

Offer an assessment tool box workshop series in spring 2019.

- Completed

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

Primary Activities	FY 19 Objectives
5.1 Progressive Measures (Newsletter) 5.2 UAS website 5.3 Assessment Initiative Award 5.4 Presence at Campus Events	<ul style="list-style-type: none"> Announce new Progressive Measures format in various channels (list servs, announcements, etc.). Offer at least three, \$2,000 awards as part of Assessment Initiative Awards

5.1 Progressive Measures (Newsletter)

Progressive measures began as ISU’s assessment newsletter, and originally was developed for paper distribution. An online format was developed in 2012. Although issues were posted online, the newsletter was developed in Microsoft Publisher and intended for printing. In summer 2017, a doctoral intern from the Educational Administration and Foundations (EAF) department joined UAS to conduct an analysis of the newsletter and propose options for moving forward. UAS implemented nearly all of the intern’s recommendations into a new version of Progressive Measures. Previously, the newsletter was published twice a year in pdf format and intended for printing. The new version of Progressive Measures is a blog-type format designed using Wordpress. The intent was to allow for more interaction, easier searching of topics through tagging and categorization, and improved readability with a packaged online reading platform (Wordpress). Older versions of Progressive Measures were placed into this new format. (See FY 20 Objectives in the UAS Planning Document for additional updates).

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 assessment reports 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 2019.

5.3 Assessment Initiative Award

Every year, UAS provides awards for program-level assessment projects. Three awards of \$2,000 each have been offered (with partial funding being awarded if warranted), and AAC members assist UAS staff in reviewing and selecting applications for the award using an established evaluation form. During the 2018-19 academic year, six proposals were submitted. The four proposals that were selected for funding in FY 2019 include:

- The assessment of one-day, co-curricular community service/service learning experiences;, Center for Community Engagement & Service Learning
- Developing a Multi-Semester Teaching Assessment; , Department of English/English Teacher Education program
- The Oral Proficiency Interview: The More You Know the Better; Department of Languages, Literatures, and Cultures/World Languages Teacher Education programs
- Using Microsoft B.I. to Develop an Assessment Dashboard; School of Kinesiology and Recreation/Recreation and Park Administration program (partial funding)

5.4 Presence at Campus Events

UAS often has a presence at campus events. Between March 2018 and February 2019, these included:

- Table presentations at New Faculty Orientation, 8/13/2018
- Table fair during Founders Day STATE Showcase, 2/21/2019

Status of FY 19 Objectives for Goal 5

Announce new Progressive Measures format in various channels (list servs, announcements, etc.).

- No formal announcement of the new Progressive Measures was made. It is our understanding that ISU is exploring a new communications format and that more information about this platform will be forthcoming (spring 2019 through fall 2019). This platform could be more consistent with the goals of Progressive Measures.

Offer at least three, \$2,000 awards as part of Assessment Initiative Awards

- Completed. Three projects were fully funded, and one project was partially funded.

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

Primary Activities	FY 19 Objectives
6.1 Conference and meeting attendance	<ul style="list-style-type: none"> • Increase unit capacity for qualitative assessment. • Present at the CTLT symposium about engagement survey data.
6.2 Internal and external presentations & publications	
6.3 Training and professional development	

6.1 Conference and meeting attendance

6.2 Internal and external presentations & publications

Student Affairs Leadership Council Presentation, 4/4/2018

- Labor Market Outcomes of ISU Graduates

College of Fine Arts Leadership Presentation, 4/11/2018

- Labor Market Outcomes of ISU and CFA graduates

Career Center Leadership Presentation, 4/24/2018

- Labor Market Outcomes of ISU graduates

Alumni Relations Leadership Presentation, 4/30/2018

- Labor Market Outcomes of ISU graduates

Planning, Research, & Policy Analysis Presentation, 5/11/2018

- Labor Market Outcomes of ISU graduates and Tableau as a Data Analysis & Presentation tool

EMAS Committee on Recruitment and Retention, 6/13/2018

- Labor Market Outcomes of ISU graduates

CTLT Teaching & Learning Book Club Reflection Presentation, 6/26/2018

- Presentation about what was learned about teaching and learning from the summer book club

EMAS Leadership Presentation, 8/21/2018

- Labor Market Outcomes of ISU graduates and new Career Outcomes Tool

University College Staff Meeting, 9/25/2018

- Overview of BCSSE Survey Results from the 2018 administration

Student Affairs Directors Meeting, 11/6/2018

- Overview of University Assessment Services and Data

CTLT Annual Teaching & Learning Symposium, 1/9/2019

- Expectations and Engagement: Our Role in Retaining First-year Students

6.3 Training and professional development

- The UAS Director participated in the Summer 2018 CTLT Teaching & Learning Reading Challenge
- The UAS Director served as a reviewer of proposals for the 2019 CTLT Symposium
- Staff attended Active Shooter Drill Training, 10/2/2018
- The UAS Director is currently/has taught EAF 411: Educational Assessment & Evaluation in spring 2018, summer 2018, fall 2018 (2 sections) and spring 2019. The UAS Assistant Director has taught PSY 331: Research Methods for Developmental Psychology in spring 2018, fall 2018, and spring 2019.
- The UAS Director served on three dissertation committees and defenses in fall 2018.

Status of FY 19 Objectives for Goal 5

Increase unit capacity for qualitative assessment.

UAS increased some capacity for qualitative assessment by co-leading and coordinating strategic planning focus groups for the College of Education in fall 2018. The UAS Director worked with Dr. Dakesa Piña from Student Counseling Services. Dr. Piña is an experienced and expert qualitative researcher, and with her assistance, the UAS Director developed a focus group moderator guide and was trained in conducting focus groups and interviews by Dr. Piña. Dr. Piña also observed focus group facilitation and provided feedback. UAS purchased a focus group/interview digital audio recorder, which is being kept in the office and can be loaned out for use. A next step in the area of professional development for qualitative research could be in qualitative data analysis and reporting.

Present at the CTLT symposium about engagement survey data.

- Completed

II. Internal Reallocations and Reorganizations in FY19

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.

None in FY 2019.

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

N/A

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

N/A

III. Accountability Reports

A. Provost Enhancement and Strategic Budgeted Carryover accountability reports (if applicable) - Due July 15, 2019.

UAS administered the BCSSE in summer 2018. UAS did not utilize the funds to administer the IDES study in 2018-19. However, these funds were left unspent. UAS would like to continue to carry over these funds in 2020 for use with the BCSSE and update of the IDES study. The later in particular would require more funding as the first destination project moves forward.

B. Supplemental Travel for Field Supervision Accountability Report (if applicable) - Due July 15, 2019.

N/A



C. FY19 Instructional Costs Analysis Report (if applicable) - Due February 14, 2019.

N/A