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3-18-2020

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Illinois State University

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FY 20 ANNUAL REPORT

Original Submission: 3/18/2020

Online:

<http://assessment.illinoisstate.edu> & <https://provost.illinoisstate.edu/>



UNIVERSITY
ASSESSMENT SERVICES
Illinois State University

Illinois State University Academic Affairs: FY 20 Annual Report

Units in Academic Affairs are requested to submit an Annual Report – including a narrative report and Accountability Reports (as applicable).

The public presentations of both the Annual Report and Planning Document will be held at the Alumni Center, Room 118. An agenda for this event will be posted on the Provost's website in March.

Planning, Research, and Policy Analysis Office will send out the following reports to all colleges/departments/schools: Credit hour report by appointment type, FTE NTT data report and Academic Program Profiles. For consistency across all units, it is important that you utilize this data when referencing credit hour data, FTE, headcount, etc.

Narrative (Word format) and Accountability Reports– Due March 18, 2020 unless otherwise noted.

- **Dept/Schools:** The College will send the templates to your Unit
- **Colleges:** Access the templates in the Budget Docs Drive: Working Folder. Final Submission uploaded to your Budget Docs Drive: FINAL Folder

I. Accomplishments and Productivity for FY20

- A. List the unit's goals and how the goals support *Educate•Connect•Elevate*.
- B. List major accomplishments for each goal.
- C. Indicate measures of productivity by which the unit's successes can be illustrated.

II. Internal Reallocations and Reorganizations in FY20

- A. Describe any reallocations or reorganizations, including the movement of positions, upgrade of positions, creation of new positions, or reallocation of personnel or operating funds.
- B. Describe how the unit used additional funds 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
- 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.

III. Accountability Reports

- A. Provost Enhancement and Strategic Budgeted Carryover accountability reports (if applicable) - **Due July 14, 2020.**
- B. Supplemental Travel for Field Supervision Accountability Report (if applicable) - **Due July 14, 2020.**
- C. FY20 Instructional Costs Analysis Report (if applicable) - **Due March 6, 2020.**

I. Accomplishments and Productivity for FY20

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

University Assessment Services Strategic Plan Vision, Mission, Values, Goals, & Strategies



Vision:

A campus culture that uses evidence to help students succeed.



Mission:

University Assessment Services promotes a culture of continuous improvement by collaborating with campus partners to advance student success, encourage program improvement, and provide professional support and services.



Values:

Collaboration
Integrity
Support
Curiosity
Innovation



Goal 1. Facilitate Institutional Assessment Efforts

Coordinate general education outcomes assessment

Expand alumni outcomes research

Provide evidence for institutional accreditation (HLC) efforts

Enhance academic quality through program review

Enhance student engagement and success through research and evaluation



Goal 2. Build Institutional Assessment Capacity

Engage faculty and staff in meaningful professional development activities

Provide programmatic assessment opportunities for units

Consult individuals and programs in assessment & research best practices



Goal 3. Build Collaborative Partnerships

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

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

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





Goal 4. Enhance UAS Staff Development

Incorporate emerging technologies and assessment techniques

Conduct specialized and empirical studies

Engage in a community of assessment scholars and reflective practitioners



Table 1. UAS Alignment with Educate Connect Elevate & Higher Learning Commission Criteria

Goal	Strategies	ECE Alignment ¹	HLC Criteria Alignment ²
 Goal 1. Facilitate Institutional Assessment Efforts	<p>Coordinate general education outcomes assessment</p> <p>Expand alumni outcomes research</p> <p>Provide evidence for institutional accreditation (HLC) efforts</p> <p>Enhance academic quality through program review</p> <p>Enhance student engagement and success through research and evaluation</p>	<p>Leverage data analytics to inform decision-making (1.D.3)</p> <p>Refine processes for the development of new academic programs (2.A.3)</p> <p>Utilize technological solutions that enhance productivity and creativity (2.C.3)</p> <p>Support efforts to assess student career outcomes and placement in graduate and professional school (4.C.1)</p>	<p>The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development (2.B.2)</p> <p>The institution maintains a practice of regular program reviews and acts upon the findings (4.A.1)</p> <p>The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission (4.A.6)</p> <p>The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students. 1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings. 2. The institution uses the information gained from assessment to improve student learning. 3. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members (4B: 4.B.1 – 4.B.3)</p>
 Goal 2. Build institutional assessment capacity	<p>Engage faculty and staff in meaningful professional development activities</p> <p>Provide programmatic assessment opportunities for units</p> <p>Consult individuals and programs in assessment & research best practices</p>	<p>Maximize employee growth through learning and professional development opportunities (1.B.2)</p> <p>Increase collaboration across departments and divisions (1.D.2)</p> <p>Create more spaces that encourage collaborative research, teaching, and other learning activities (2.C.1)</p> <p>Create awareness of opportunities for students to engage in research (4.B.1)</p> <p>Expand and promote opportunities for engagement in professional development (4.C.3)</p>	<p>The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered (5.B.1)</p>

¹ Educate – Connect – Elevate: <https://strategicplan.illinoisstate.edu/>

² Higher Learning Commission, June 2014, Providing Evidence for the Criteria for Accreditation + Examples: http://download.hlcommission.org/ProvidingEvidence_INF.pdf

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Goal	Strategies	ECE Alignment ¹	HLC Criteria Alignment ²
 <p>Goal 3. Cultivate collaborative partnerships</p>	<p>Regularly engage with ISU information planning & analysis units and governance entities</p> <p>Leverage varied and multi-disciplinary faculty and staff expertise in UAS research projects</p> <p>Create an environment that enables decision-makers and users of assessment results</p>	<p>Increase collaboration across departments and divisions (1.D.2)</p> <p>Leverage data analytics to inform decision-making (1.D.3)</p> <p>Enhance cross-disciplinary research and creative activities (2.B.2)</p> <p>Create more spaces that encourage collaborative research, teaching, and other learning activities (2.C.1)</p> <p>Utilize technological solutions that enhance productivity and creativity (2.C.3)</p>	<p>The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting (5.C.2)</p> <p>The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups (5.C.3)</p>
 <p>Goal 4. Enhance UAS staff development</p>	<p>Incorporate emerging technologies and assessment techniques</p> <p>Conduct specialized and empirical studies</p> <p>Engage in a community of assessment scholars and reflective practitioners</p>	<p>Maximize employee growth through learning and professional development opportunities (1.B.2)</p> <p>Expand and promote opportunities for engagement in professional development (4.C.3)</p>	<p>The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered (5.B.1)</p>

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B. List major accomplishments for each goal.



Planning Context

In January 2019, Dr. Ani Yazedjian commenced the role of associate provost and leadership of University Assessment Services (UAS). Under Dr. Yazedjian's leadership, UAS initiated a new strategic plan. This annual report will be organized around the new planning framework. Due to the transition year, some goals will have little information.

In August 2019, Dr. Yazedjian facilitated a retreat with UAS staff. The retreat utilized the S.O.A.R. planning framework (strengths, opportunities, aspirations, and results). S.O.A.R. centers on "what an organization is doing right, what skills could be enhanced, and what is compelling to those who have a stake in the organization's success."³ The outcomes of that retreat were:

- ~ Clarify current mission, goals, and directives
- ~ Build a process that prioritizes UAS goals and projects on an annual basis
- ~ Create a draft planning and budgeting model
- ~ Develop an institutional framework for assessment at ISU

After the retreat, UAS engaged with stakeholders for feedback. The primary stakeholders were 1) the provost office and 2) assessment advisory council (AAC). As leader of UAS and a member of the provost staff, Dr. Yazedjian was identified as the provost office stakeholder. AAC members were also included in the process and asked for their input. Planning, Research, & Policy Analysis (PRPA) staff were also consulted for advice about the planning framework.

The planning framework calendar and process is articulated in [Appendix A. UAS Strategic Planning Framework](#).



Goal 1. Facilitate Institutional Assessment Efforts

Strategy 1.1. Coordinate general education outcomes assessment

General Education Program Assessment

UAS coordinates the assessment of the General Education program with the Associate Vice President for Undergraduate Education and the Council on General Education (CGE). Based on the schedule within the General Education program assessment plan, student assignments were requested from faculty who taught courses in the 'Humanities' and/or 'Language in the Humanities' course categories during fall 2018 and spring 2019.

The spring 2019 semester included the first administration of the General Education Student Survey. This online questionnaire was administered to all undergraduate students and included both close-ended (i.e., rating scale) and open-ended (i.e., text responses) items. The rating scale items' results were shared with CGE during the fall 2019 semester (results are in the report titled *General Education Student Survey*) and with the General Education

³ Stavros, J., & Hinrichs, G. (2009). *The Thin Book of S.O.A.R.* Bend, OR: Thin Book Publishing and Cockrell, J., & McArthur-Blair, J. (2012). *Appreciative Inquiry in Higher Education*. San Francisco: Jossey Bass.

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Review Task Force in the spring 2020 semester (see below). A CGE member volunteered to work with UAS to code/theme the text responses, and CGE provided their permission during the fall 2019 semester. UAS staff has begun this coding/theming work with the CGE member and their graduate assistant.

In addition, assignment-based findings from the 'United States Traditions' course category's review were shared with faculty who teach/have taught those courses. As part of these discussions, faculty responses to the findings and their suggestions regarding potential improvement mechanisms were noted; responses to the findings included differentiating between 'assignment' assessment and 'course' assessment and course-related factors that influenced the findings, and suggestions for potential improvement mechanisms included working more with primary sources and incorporating more professional development for faculty.

Based on the schedule within the General Education program assessment plan, student assignments were requested from faculty who taught courses in the 'Fine Arts' course category during fall 2019 and spring 2020.

In fall 2019, a General Education Review Task Force was established to review the current program and to determine any necessary revisions based on that review. An executive committee was formed (includes UAS staff) to consider this charge and how to implement it with the campus community. Three working groups were developed and began their work in the spring 2020 semester, and UAS staff serves as a member on one working group (Focus Groups) and serves as the co-chair of another (Assessment working group). UAS staff has supported the Focus Group working group through developing online registration forms for the focus group meetings of academic advisors, faculty, administrators, and students. The Assessment working group's tasks include reviewing General Education course syllabi (spring 2020), interpreting the text responses from the General Education Student Survey (fall 2020), and recommending an assessment process given any revisions to the General Education program (spring 2021).

Strategy 1.2. Expand alumni outcomes research

Alumni Survey

UAS administered the ISU Alumni Survey in summer 2019 with the plan to upload the data into Tableau to provide data visualization opportunities rather than static reports as in the past. With UAS staff completing training on how Power BI can provide the same data visualization opportunities without the data risk, these alumni data will be loaded into Power BI to be shared with the campus community.

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

More info in [Appendix B. UAS Activities, Projects, & Services.](#)

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Project Nest

Project Nest is a first-destination platform for gathering, analyzing, and communicating alumni outcomes. Project Nest relies on the collaboration between multiple campus units and data sources. These include (but are not limited to):

- Graduate school enrollment (National Student Clearinghouse) – Enrollment Management & Academic Services
- Alumni surveys – UAS
- Labor market outcomes (matching with state records) – UAS
- National Association of Colleges & Employers data (survey) – Career Services
- Social media mining (web crawling) – Career Services
- Alumni survey and other data – University Advancement & Student Affairs Advancement

Project Nest is lead out of the Career Center. UAS provides analytic, database, and methodological consultation and support. The individual with responsibility for Project Nest left ISU in Fall 2019. UAS just engaged with the individual with current responsibility for Project Next in February 2020. UAS will continue to partner with the Career Center and other campus units on this project.

IDES Project – previous history

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 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

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available. IBHE also created internal SAS dashboards for institutional uses. The previous Associate Provost for Undergraduate Education assumed responsibility for the Career Outcomes Tool and the Internal SAS dashboard.

IDES Project – 2019-20 update

UAS spent the year on a plan to 1) update the data and 2) create an internal data plan for structure and use. A significant change has been made in terms of data structure.

Previously, ISU academic and demographic data had to be pre-loaded into the dataset before the match with IDES labor market outcomes data. This yielded valuable information. However, it could not accommodate continually changing and new data being incorporated into the ISU data warehouse.

UAS developed a solution in 2019-20. The solution was proposed to Enterprise Data Analytics and refined. Every student at ISU received an Employee ID (EmplID). UAS will include the EmplID in the data specifications upload. The rationale for this is so ISU can match the labor market data with ISU academic and demographic records later. Upon receipt of the data from IDES, the principal investigator (PI, R. Smith) will place the de-identified data set on an encrypted, password-protected external hard drive. Enterprise Data Analytics will create a table for the PI to download the data and conduct analytics on the external hard drive.

The advantages of this process are:

- Matching with project nest data, giving ISU an accurate picture of other labor market outcomes and accountability measures, such as number of graduates working in Illinois and number of graduates matriculating in graduate school.
- Enhance student success by showing students career pathways and providing realistic information about career outcomes.
- Enhances ISU's analytic capabilities through predictive analytics.
- Organizing the project around a process, and not a person or researcher. This process makes the dataset sustainable for years.
- Streamlines annual updates.

Strategy 1.3. Provide evidence for institutional accreditation (HLC) efforts

UAS provided evidence and documentation for the June 2019 HLC Assurance Update. UAS alignment with HLC criteria is included in [Table 1](#) of this annual report. UAS staff wrote some sections of the report and provided specific evidence for the following:

- 3A1 – Alumni Earnings & Industry Data
- 3A1 – Alumni Survey Academic Preparation
- 3A1 – Alumni Survey Career Preparation
- 3A1- Assessment Advisory Council description
- 3A1 – Process for Review of Academic Assessment Plans
- 3C5 – Alumni Survey Faculty Interactions
- 3D1 – Beginning College Survey Of Student Engagement

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- 3D1 – Campus Climate Task Force Progress Report (in part)
- 3D3 – Academic Advising Survey Results 2018
- 3E2 – Alumni Survey Diversity And Citizenship
- 3E2 – Alumni Survey Quality Of Education
- 3E2 – National Survey Of Student Engagement
- 4A1 – Program Review Summaries 2018-2019 (in part)
- 4A6 – Alumni Earnings And Industry Data
- 4A6 – Alumni Survey
- 4A6 – Unit Alumni Surveys (in part)
- 4B1 – Assessment Advisory Council
- 4B1 – Assessment Update Form
- 4B1 – Fall Assessment Workshop Series
- 4B1 – General Education Assessment Plan 2014
- 4B1 – General Education Assessment Plan 2018
- 4B1 – Process For The Review Of Academic Assessment Plans
- 4B1 – Spring Assessment Workshops
- 4B1 – University Assessment Services
- 4B3 – Assessment Update Feedback 2016-2017
- 4B3 – Assessment Update Form
- 4B3 – Assessment Update Submissions 2018-2019
- 4B3 – Responses To Assessment Findings
- 4B3 – United States Traditions Discussion Notes
- 4B3 – United States Traditions Findings Report
- 4B1 – 2017-18 PRAAP Feedback
- 4C3 – Program Review Follow-up Reports Student Outcomes (in part)

Strategy 1.4. Enhance academic quality through program review

UAS coordinates the Process for the Review of Academic Assessment Plans (PRAAP) with the Assessment Advisory Council (AAC). The program assessment plans for those programs that are three years from submitting their Program Review self-study report are reviewed by AAC members and UAS staff with feedback provided. The following year, UAS staff then meets with programs' faculty/staff to share and discuss the reviews and feedback, and the associate deans who serve on the AAC are invited to share their perspectives. This year was the last year of the previous cycle in which plans reviewed two years from Program Review and feedback provided one year before and the first year of the current cycle in which plans will be reviewed three before Program Review and feedback provided two years before Program Review. In the future, all programs will receive their assessment plan reviews/feedback two years before they submit their Program Review self-study report.

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

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other consultations, etc.) and recommends assessment-related actions for the programs to consider during the next review cycle.

[Appendix B. UAS Activities, Projects, & Services.](#)

Strategy 1.5. Enhance student engagement and success through research and evaluation

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

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

Historically, engagement surveys were administered to cohorts of students and faculty every three years. The intent was to build cohorts and examine student engagement over time. This cohort approach is shown in [figure 1](#). As UAS has worked more closely with Enterprise Data Analytics over time, engagement surveys have been administered on an annual basis.

NSSE 2019 & 2020 Administration

UAS worked with University Marketing & Communications in the development of a marketing plan for the administration of the NSSE in spring 2016, 2019, and 2020. UAS also engaged with student affairs marketing in spring 2020. This led to an increase in response rates in spring 2016. However, response rates dipped again in spring 2019. As of March 2020, response rates are again lower than 2016 and 2019. We will need to examine methods of increasing response rates as we move forward into future administrations.

2018 & 2019 BCSSE Administration

UAS staff administered the BCSSE to nearly 3,000 incoming ISU students during the Preview orientation sessions in summer 2018 and 2019. 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.

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In 2019, UAS reserved a room in Schroeder Hall, storing all instruments and related supplies in the room. Enterprise Data Analytics also provided a graduate assistant to support the process. The director of student affairs assessment also assisted in the consent and survey administration process.

UAS also administered the BCSSE Transfer instrument to all transfer students at ISU. This was a pilot year for ISU and the second administration overall nationally.

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

Engagement Survey Use

Using engagement survey data has been a continual challenge. Progress has been made incrementally. For example:

- Matching engagement survey records with student information systems, primarily by collaborating with Enterprise Data Analytics. Predictive analytics have been conducted with engagement survey data.
- Incorporating engagement survey records into analytic software, particularly Tableau. This solution is effective for internal analysis. However, Tableau is limited in terms of publishing data. Moving forward, engagement data will be incorporated into Power BI. UAS will collaborate with Enterprise Data Analytics in creating dashboards.

UAS engaged in the following steps to increase data use over the last year:

- Initiated a data use team to leverage the collective expertise of university staff. The goals of the data use team are:
 - Leverage the varied and collective expertise of ISU faculty and staff
 - Create a research agenda and models ISU can use to improve student success.
 - Create a forum where ideas relevant to professional and ISU priorities can be discussed.
 - Serve as a repository of ISU student learning outcome and student success reports for broader access by the ISU community.
- Two independent study students from the College Student Personnel Administration (CSPA) program wrote summaries of engagement survey results in fall 2019 and spring 2020.

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Figure 1. ISU Engagement Survey Schedule

Year & Semester of Administration		Student Survey Cohorts							FSSE
		Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	Cohort 7	
2006	summer	BCSSE							
2007	spring	NSSE-FY							
2007	summer								
2008	spring								
2008	summer								
2009	spring								
2009	summer		BCSSE						
2010	spring	NSSE-SR	NSSE-FY						
2010	summer								
2011	spring								FSSE
2011	summer								
2012	spring								
2012	summer			BCSSE					
2013	spring		NSSE-SR	NSSE-FY					
2013	summer								
2014	spring								FSSE
2014	summer								
2015	spring								
2015	summer				BCSSE				
2016	spring			NSSE-SR	NSSE-FY				
2016	summer								
2017	spring								FSSE
2017	summer								
2018	spring								
2018	summer					BCSSE			
2019	spring				NSSE-SR	NSSE-FY			
2019	summer						BCSSE		
2020	spring					NSSE-SR*	NSSE-FY		FSSE
2020	summer							BCSSE	
2021	spring							NSSE-FY	
2021	summer								
2022	spring					NSSE-SR			
2022	summer								
2023	spring						NSSE-SR		

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Goal 2. Build institutional assessment capacity

Strategy 2.1. Engage faculty and staff in meaningful professional development activities

UAS offered the following professional development sessions in spring 2019:

- 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

The spring 2020 workshop sessions are organized around PRAAP/Program Review:

- Refining Your Assessment Plan 1: Determining Student Learning Outcomes – 3/3/2020 & 3/4/2020
- Refining Your Assessment Plan 2: Selecting Evidence of Student Learning – 3/17/2020 & 3/18/2020
- Refining Your Assessment Plan 3: Developing Feedback Mechanisms – 3/31/2020 & 4/1/2020
- Refining Your Assessment Plan 4: Aligning Assessment & Program Review – 4/14/2020 & 4/15/2020

Strategy 2.2. Provide programmatic assessment opportunities for units

Assessment Initiative Awards

Every year, UAS provides awards for program-level assessment projects. Awards of \$2,000 each have been offered (with partial funding being awarded if warranted). AAC members assist UAS staff in reviewing and selecting applications for the award using an established evaluation form. During the 2019-20 academic year, nine proposals were submitted. The six proposals that were selected for funding in FY 2020 include:

- *Assessment of the College of Business' Diversity & Inclusion Initiatives*, submitted by Management & Quantitative Methods
- *Use of a Computer-based Testing Software to Assess Student Learning and Program Effectiveness*, Mennonite College of Nursing
- *Alumni Survey*, Wonsook Kim School of Art (partial funding)
- *Competencies in the Social Work Field: And Those Are What?*, School of Social Work
- *Microaggressions Program Training Evaluation*, Student Counseling Services
- *Information Fluency Assessment*, Milner Library

Strategy 2.3. Consult individuals and programs in assessment & research best practices

The UAS assistant director compiles UAS activities and updates, including consultations, in tabular format at Assessment Advisory Council (AAC) meetings. Assessment and research consultations are compiled and articulated in [Appendix B. UAS Activities, Projects, & Services](#).

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Goal 3. Cultivate collaborative partnerships

Strategy 3.1. Regularly engage with ISU information planning and analysis units and governance entities

Assessment Advisory Council

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

Based upon this continuous review, the council recommends additions to, deletions from, and modifications of these processes to advance the quality of student learning, growth, and development at Illinois State. The Council works to ensure that appropriate resources are provided for assessment activities. Specifically, the AAC serves the University in four areas related to the assessment of student learning, growth, and development:

- Support for University Assessment Services
- Support for Program-level assessment
- Support for ISU strategic planning
- Support for accreditation and compliance

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

- Dr. Christa Platt, Assistant Dean and Director of Diversity Advocacy, Dean of Students office; and Jazzy Thomas, Academic Advisor, University College; presenting the 2017-2018 Assessment Initiative Award project, *Understanding the Factors of Success for Noble Street Charter Students* (3/27/2019)
- Dr. Ryan Smith, Director of University Assessment Services, providing *An Update on Student Engagement Surveys Initiatives* (9/25/2019)
- Dr. Steve Hunt, Director of the School of Communication; and Liz Chupp, Academic Coordinator in the School of Communication; presenting *School of Communication's Recruitment Strategy* (2/5/2020)
- Dr. Erin Thomas, Director of Advancement and Assessment, Office of the Vice President for Student Affairs; *Information on Student Affairs Assessment/Data Work* (2/19/2020)

A major part of the AAC's fall 2019 meeting agendas involved two priorities:

Updating the Assessment Advisory Council committee document. The AAC chairperson/UAS assistant director worked with the AAC to update the committee's founding document and operating guide, *Assessment Advisory Council (AAC) Membership and Charge*. The charge was created in 2003 and had not been updated until this year (2019-20).

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UAS New Strategic Plan. AAC members were consulted about UAS' new strategic plan. Recommendations were incorporated into the final plan. The process is outlined in [Appendix A. UAS Strategic Planning Framework](#).

Regularly Occurring Collaborative Partnerships

- Academic Planning Committee (assistant director serves as UAS director's designee)
- Council for the Accreditation of Educator Preparation (CAEP), advanced programs committee
- Council on General Education (assistant director is updated and attends meetings when assessment is an agenda item)
- Data Directors Meetings (coordinated by E. Thomas, includes Student Affairs Assessment; Enterprise Data Analytics; University Assessment Services; and Planning, Research, & Policy Analysis)
- Data Use Team (one meeting in fall 2019 and spring 2020)
- Enterprise Data Analytics – bi-weekly / monthly meetings
- General Education Review Task Force
 - Executive committee
 - Focus Groups working group
 - Assessment working group (assistant director is co-chair)
- HLC Accreditation Team
- Project Nest: First Destination Project – coordinated through the Career Center
- Student Affairs Assessment – monthly meeting with Erin Thomas
- University Climate Task Force
- University Teacher Education Assessment Committee
- VPAA Professional Development Task Force

University Service

- CTLT 2020 Symposium session facilitator
- CTLT 2020 Symposium poster reviewer
- Dissertation committees
- Strategic Planning Metrics Team
- University teaching

Strategy 3.2. Leverage varied and multi-disciplinary faculty and staff expertise in UAS research projects

This is a new UAS strategy. Plans for addressing this strategy are addressed in the UAS FY 21 Planning Document.

Strategy 3.3. Create an environment that enables decision-makers and users of assessment results

This is a new UAS strategy. Plans for addressing this strategy are addressed in the UAS FY 21 Planning Document.

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Goal 4. Enhance UAS staff development

Strategy 4.1. Incorporate emerging technologies and assessment techniques

UAS staff's formal training is in assessment, evaluation, and research methodologies. In the last few years, UAS has adopted data analytics as an emphasis, and the primary instrument for this was Tableau. Tableau was used to create reports and presentations. Tableau was limited, however, in publishing dashboards.

UAS staff attended Power BI training in December 2019. Power BI will be the default instrument for analyzing labor market outcome and engagement survey data. UAS will work collaboratively with Enterprise Data Analytics in publishing data. Reports will not be published without the consultation of the Associate Provost and Enterprise Data Analytics Director.

Strategy 4.2. Conduct specialized and empirical studies

This is a new UAS strategy. Plans for addressing this strategy are addressed in the UAS FY 21 Planning Document.

Strategy 4.3. Engage in a community of assessment scholars and reflective practitioners

This is a new UAS strategy. Plans for addressing this strategy are addressed in the UAS FY 21 Planning Document.

C. Indicate measures of productivity by which the unit's successes can be illustrated.

n/a

II. Internal Reallocations and Reorganizations in FY20

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.

n/a

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

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III. Accountability Reports

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

- Due July 14, 2020.

- IDES (\$15,100) – UAS is currently working with internal partners on this project. The plan is to spend the amount this year.
- BCSSE (\$9,500) – This amount was spent for the 2019 BCSSE.

B. Supplemental Travel for Field Supervision Accountability Report (if applicable) - Due July 14, 2020

n/a

C. FY20 Instructional Costs Analysis Report (if applicable) - Due March 6, 2020.

n/a

Appendix A. UAS Strategic Planning Framework

Spring 2019: Planning Decision

- Decision to develop new strategic plan and hold retreat.

August 2019: Retreat

- Clarify current mission, goals, and directives
- Build a process that prioritizes UAS goals and projects on an annual basis
- Create a draft planning and budgeting model
- Develop an institutional framework for assessment at ISU

Fall 2019: Stakeholder Feedback

- Dr. Ani Yazedjian, Associate Provost - feedback at UAS staff meetings
- Review of planning language and framework by PRPA (7/18/19, 12/1/19)
- Assessment Advisory Council meetings (10/9/19, 10/23/19, 11/6/19). AAC feedback:
 - *Incorporate three elements that are more descriptive of what the unit does (three things): program review / effectiveness / improvement, student success, and faculty development*
 - *Move wording around: "UAS promotes a culture of continuous improvement at ISU by..."*
 - *Reads like a vision statement. Separate into mission and vision or create hybrid*
 - *Incorporate what assessment offices do; disciplinary best practices. Utilize 6 points from Coordinating Student Affairs Assessment book*
 - *Find the balance between what we do and why we do it in the mission statement*

Spring 2020: Strategic Plan Endorsement

- 1/9/20: Endorsement of Mission, Vision, and Values (Associate Provost/UAS staff meeting)
- 2/12/20: Endorsement of Goals (Assoc. Provost/UAS staff meeting)
- 3/11/20: Endorsement of Planning Framework (Assoc. Provost/UAS staff meeting)

Spring 2020-Fall 2020: Communication of New Plan

- 3/18/19: Assessment Advisory Council

Appendix B. Table of UAS Activities, Projects, and Services

Between February 18 and March 22, 2019

Degree Program Assessment	General Education Program Assessment	Alumni Survey	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
<p><u>Process for the Review of Academic Assessment Plans (PRAAP)</u></p> <p>Program assessment plans from this year's cohort were distributed and have been reviewed</p> <p>Derek will combine his reviews/feedback with council members' and then provide a draft rubric for their review before Derek meets with programs</p> <hr/> <p><u>Assessment Update</u></p> <p>Programs have been reminded to submit</p> <p>Responses will be distributed for feedback on the programs' assessment activities this spring</p>	<p>Assignments collected from the 'United States Traditions' course category will be reported to the Council on General Education</p> <p>Assignments collected from previous course categories will be reviewed during the summer 2019:</p> <ul style="list-style-type: none"> * Individuals and Civic Life * Mathematics, and Quantitative Reasoning <p>Assignments collected from previous course categories will be reviewed during summer 2019 or fall 2019:</p> <ul style="list-style-type: none"> * Natural Sciences; Natural Science Alternatives; and Science, Mathematics, and Technology; and * Social Sciences 	<p>Given the timing, the 2016, 2017, and 2018 administrations are occurring this spring</p> <ul style="list-style-type: none"> * Undergraduate and graduate alumni who completed their degrees during: <ul style="list-style-type: none"> * 2011 * 2012 * 2013 as 5-year alumni, and <ul style="list-style-type: none"> * 2015 * 2016 * 2017 as 1-year alumni * Reports will be provided to departments/schools and colleges 	<p>National Survey of Student Engagement (NSSE) is being administered to first-year and senior students during spring 2019</p> <p>Beginning College Survey of Student Engagement (BCSSE) will be administered to incoming students during summer 2019 Preview orientation sessions</p>	<p><u>Established partnerships</u></p> <p>Orientation and Transition Services (University College): Administering and reporting on the Transfer Day Program Evaluation</p> <p>Assessment Committee, Academic Advising Council:</p> <ul style="list-style-type: none"> * Administering survey to students * Will report results 	<p>College of Education: Information from the IDES study regarding alumni of SED and TCH programs</p> <p>Center for Teaching, Learning, and Technology (CTLT): Assistance analyzing survey results</p> <p>Career Center: Assistance determining available and needed career-based outcome information of alumni</p> <p>IDES study reports: * TCH alumni</p> <p>School of Kinesiology and Recreation, Athletic Training program: Assistance with developing assessment plan for proposed master's degree program</p> <p>General Education program assessment: Phone conferenced with an individual from another institution regarding the assessment of ISU's</p>	<p>'Refining Your Assessment Plan' will be offered during the spring 2019 semester and includes four sessions:</p> <ul style="list-style-type: none"> * Determining student learning outcomes * Selecting direct and indirect evidence of student learning * Developing feedback mechanisms * Aligning assessment and program review <p>'Developing Your Assessment Toolbox' will be offered during the spring 2019 semester and includes three sessions:</p> <ul style="list-style-type: none"> * Writing learning outcomes at the program level * Aligning program outcomes with program curriculum and activities * Understanding your program's theory through logic models 	<p>Higher Learning Commission (HLC) reaffirmation review</p> <ul style="list-style-type: none"> * Derek and Ryan submitted their updated portion of the accreditation self-study document and accompanying updated evidence files * Work on finalizing the report and evidence files will continue throughout the spring semester * UAS staff will continue to support

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Degree Program Assessment	General Education Program Assessment	Alumni Survey	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
	<p><u>2018-2019 academic year</u></p> <p>In fall 2018, student assignments were requested from:</p> <ul style="list-style-type: none"> * Natural Sciences; * Natural Science Alternatives; and * Science, Mathematics, and Technology <p>In fall 2018/spring 2019, student assignments were/will be requested from:</p> <ul style="list-style-type: none"> * Humanities * Language in the Humanities <p>Course syllabi review and results will be reported to the Council on General Education</p> <p>Student survey</p> <ul style="list-style-type: none"> * Derek finalized a survey of the program with the Council on General Education <p>* Will be administered during the spring 2019 semester</p>				<p>General Education program</p> <p>Office of the Provost: Assistance with developing online survey for needs assessment regarding faculty/staff professional development (with an emphasis on diversity and inclusion)</p> <p>Center for Community Engagement and Service Learning: Provided information regarding assessment processes at ISU</p> <p>University College: Coordinating BCSSE administration with Preview orientation staff</p> <p>Human Resources: requested alumni information for an external request</p>		

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Between March 25 and April 12, 2019

Degree Program Assessment	General Education Program Assessment	Alumni Survey	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
<p><u>Process for the Review of Academic Assessment Plans (PRAAP)</u></p> <p>Program assessment plans from this year's cohort were distributed and have been reviewed</p> <p>Derek will combine his reviews/feedback with council members' and then provide a draft rubric for their review before Derek meets with programs</p> <hr/> <p><u>Assessment Update</u></p> <p>Programs have been reminded to submit</p> <p>Responses will be distributed for feedback on the programs' assessment activities this spring</p>	<p>Assignments collected from the 'United States Traditions' course category will be reported to the Council on General Education</p> <p>Assignments collected from previous course categories will be reviewed during or fall 2019:</p> <ul style="list-style-type: none"> * Individuals and Civic Life * Mathematics, and Quantitative Reasoning * Natural Sciences; Natural Science Alternatives; and Science, Mathematics, and Technology; and * Social Sciences <p style="text-align: center;"><u>2018-2019 academic year</u></p> <p>In fall 2018, student assignments were requested from:</p> <ul style="list-style-type: none"> * Natural Sciences; * Natural Science Alternatives; and * Science, Mathematics, and Technology <p>In fall 2018/spring 2019, student assignments were/will be requested from:</p> <ul style="list-style-type: none"> * Humanities 	<p>Given the timing, the 2016, 2017, and 2018 administrations are occurring this spring</p> <ul style="list-style-type: none"> * Undergraduate and graduate alumni who completed their degrees during: <ul style="list-style-type: none"> * 2011 * 2012 * 2013 as 5-year alumni, and * 2015 * 2016 * 2017 as 1-year alumni <p>* Reports will be provided to departments/ schools and colleges</p>	<p>National Survey of Student Engagement (NSSE) is being administered to first-year and senior students during spring 2019</p> <p>Beginning College Survey of Student Engagement (BCSSE)</p> <ul style="list-style-type: none"> * Will be administered to incoming students during summer 2019 Preview orientation sessions * Administering a new BCSSE questionnaire for transfer students also is being considered 	<p><u>Established partnerships</u></p> <p>Orientation and Transition Services (University College): Administering and reporting on the Transfer Day Program Evaluation</p> <p>Assessment Committee, Academic Advising Council:</p> <ul style="list-style-type: none"> * Administering survey to students * Will report results <p><u>New partnerships</u></p> <p>Office of Research and Innovation: Assistance with developing and administering a student survey of research experiences</p>	<p>IDES study reports:</p> <ul style="list-style-type: none"> * TCH alumni <p>Office of the Provost: Assistance with developing online survey for needs assessment regarding faculty/staff professional development (with an emphasis on diversity and inclusion)</p> <p>Center for Community Engagement and Service Learning: Provided NSSE results and information regarding assessment processes at ISU</p> <p>Student request:</p> <ul style="list-style-type: none"> * Senate candidate requested information regarding off-campus ISU students * Provided senior student report from 2016 NSSE <p>Planning, Research, and Policy Analysis:</p>	<p>'Refining Your Assessment Plan ' will be offered during the spring 2019 semester and includes four sessions:</p> <ul style="list-style-type: none"> * Determining student learning outcomes * Selecting direct and indirect evidence of student learning * Developing feedback mechanisms * Aligning assessment and program review 	<p>Higher Learning Commission (HLC) reaffirmation review</p> <ul style="list-style-type: none"> * Derek and Ryan submitted their updated portion of the accreditation self-study document and accompanying updated evidence files * Work on finalizing the report and evidence files will continue throughout the spring semester * UAS staff will continue to support

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Degree Program Assessment	General Education Program Assessment	Alumni Survey	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
	<p>* Language in the Humanities</p> <p>Course syllabi review and report will be provided to the Council on General Education</p> <p>Preliminary report from United States Traditions review</p> <p>* Provided to Council on General Education</p> <p>* Informal conversations with faculty who teach/have taught courses in this category are being held to discuss the findings and improvement mechanisms</p> <p>Student survey</p> <p>* Derek finalized a survey of the program with the Council on General Education</p> <p>* Is being administered during the spring 2019 semester</p>				<p>* Assistance with determining metrics for assessing implementation of <i>Educate • Connect • Elevate</i> (University's strategic plan)</p> <p>* Alumni Survey results for external reporting request</p>		

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Between April 15 and September 20, 2019

Degree Program Assessment	General Education Program Assessment	Alumni Survey	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
<p><u>Process for the Review of Academic Assessment Plans (PRAAP)</u></p> <p>Will provide feedback to last year's cohort during fall 2019</p> <p>Have solicited current program assessment plans from this year's cohort that will be distributed for review and feedback</p> <hr/> <p><u>Assessment Update</u></p> <p>AAC reviewing and providing feedback on last spring/ summer 2019 submissions now</p> <p>Programs will be asked to submit during fall 2019</p> <p>Responses will be distributed for feedback on the programs' assessment activities during spring 2020</p>	<p><u>'United States Traditions' course category</u></p> <p>Preliminary report of the students' assignment review was shared with the Council on General Education</p> <p>Held informal discussion sessions with faculty who teach 'United States Traditions' courses to share the review findings and gather their interpretations and recommendations during spring 2019 and will continue during fall 2019</p> <p><u>2019-2020 activities</u></p> <p>Student assignments were requested from 'Fine Arts' course category during fall 2019</p> <p>General Education Student Survey report was shared with Council on General Education for their review and interpretation</p> <p>(cont'd on next page) Assignments collected from</p>	<p>The 2016, 2017, and 2018 administrations occurred during last spring and summer</p> <p>Recruitment included undergraduate and graduate alumni who completed their degrees during:</p> <ul style="list-style-type: none"> * 2011 * 2012 * 2013 <p>as 5-year alumni, and</p> <ul style="list-style-type: none"> * 2015 * 2016 * 2017 <p>as 1-year alumni</p> <p>Data will be organized and reported to programs</p>	<p><u>Beginning College Survey of Student Engagement (BCSSE)</u></p> <p>Administered to incoming first-year students during the summer 2019 Preview orientation sessions</p> <p>Newly-developed version for transfer and delayed-entry students also was administered online during summer 2019</p> <hr/> <p><u>National Survey of Student Engagement (NSSE)</u></p> <p>Was administered to first-year and senior students during spring 2019</p> <p>Data/results from that administration have been received</p> <p>Will be administered during spring 2020</p> <hr/> <p>Faculty Survey of Student Engagement (FSSE) will be administered during spring 2020</p>	<p><u>Established partnerships</u></p> <p>Academic Advising Council, Assessment Subcommittee: Reported on the 2019 Academic Advising Survey</p> <p>University College: Administered and reported on the Transfer Day Program Evaluation</p> <p><u>New partnerships</u></p> <p>Department of Communication Sciences and Disorders: Developed and administered formative assessment system to provide faculty feedback to graduate students</p> <p>Office of the Provost/Professional Development Task Force</p> <ul style="list-style-type: none"> * Developed, administered, and will report on Faculty/Staff Professional Development for Student Success surveys * Developed and will administer and report of Student 	<p>Planning, Research, and Policy Analysis: Assistance with determining metrics for <i>Educate • Connect • Elevate</i></p> <p>Dean of Students office</p> <ul style="list-style-type: none"> * Assistance with developing an IRB protocol for program evaluation study * Access to surveys of student engagement data/results <p>Department of Physics: Provided feedback on items for exit and alumni interviews</p> <p>Center for Teaching, Learning, and Technology (CTLT): Assistance with data analysis from faculty professional development needs assessment</p> <p>Center for Community Engagement and Service Learning</p> <ul style="list-style-type: none"> * Accreditation criteria regarding civic and community engagement * Discuss advisory committee development <p>Cecilia J. Lauby Teacher Education</p>	<p>Four sessions of 'Refining Your Assessment Plan' series will be offered during spring 2019:</p> <ul style="list-style-type: none"> * Determining learning outcomes * Selecting direct and indirect evidence of student learning * Developing feedback mechanisms * Aligning assessment and program review 	

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Degree Program Assessment	General Education Program Assessment	Alumni Survey	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
	<p>previous course categories will begin to be reviewed/assessed during the 2019-2020 academic year:</p> <ul style="list-style-type: none"> * Individuals and Civic Life; * Mathematics and Quantitative Reasoning; * Natural Sciences; Natural Science Alternatives; and Science, Mathematics, and Technology; * Social Sciences; * Humanities; and * Language in the Humanities 			<p>Survey of Faculty Practices</p>	<p>Center (in collaboration with the Career Center): Assistance gathering information from employers</p> <p>Mennonite College of Nursing: Assistance with integrating program assessment/review and accreditation</p> <p>Peace and Conflict Resolution Studies minor: Assistance with developing a program assessment plan</p> <p>Department of Economics: Discussion of program assessment/review</p> <p>Office of the Provost/Professional Development Task Force (in collaboration with Student Counseling Services): Assistance with administering focus groups (as follow-up to the Faculty/Staff Professional Development for Student Success surveys and Student Survey of Faculty Practices</p>		

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Between September 23 and October 4, 2019

Degree Program Assessment	General Education Program Assessment	Alumni Survey	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
<p><u>Process for the Review of Academic Assessment Plans (PRAAP)</u></p> <p>Will provide feedback to last year's cohort during fall 2019</p> <p>Have solicited current program assessment plans from this year's cohort that will be distributed for review and feedback</p> <hr/> <p><u>Assessment Update</u></p> <p>AAC reviewing and providing feedback on last spring/ summer 2019 submissions now</p> <p>Programs will be asked to submit during fall 2019</p> <p>Responses will be distributed for feedback on the programs' assessment activities during spring 2020</p>	<p><u>'United States Traditions' category</u></p> <p>Preliminary report of the students' assignment review was shared with the Council on General Education</p> <p>Held informal discussion sessions with faculty who teach 'United States Traditions' courses to share the review findings and gather their interpretations and recommendations during spring 2019 and will continue during fall 2019</p> <p><u>2019-2020 activities</u></p> <p>Student assignments were requested from 'Fine Arts' course category during fall 2019</p> <p>General Education Student Survey report was shared with Council on General Education for their review and interpretation</p> <p>Assignments collected from previous course</p>	<p>The 2016, 2017, and 2018 administrations occurred during last spring and summer</p> <p>Recruitment included undergraduate and graduate alumni who completed their degrees during:</p> <ul style="list-style-type: none"> * 2011 * 2012 * 2013 <p>as 5-year alumni, and</p> <ul style="list-style-type: none"> * 2015 * 2016 * 2017 <p>as 1-year alumni</p> <p>Data will be organized and reported to programs</p>	<p><u>Beginning College Survey of Student Engagement (BCSSE)</u></p> <p>Administered to incoming first-year students during the summer 2019 Preview orientation sessions</p> <p>Newly-developed version for transfer and delayed-entry students also was administered online during summer 2019</p> <hr/> <p><u>National Survey of Student Engagement (NSSE)</u></p> <p>Was administered to first-year and senior students during spring 2019</p> <p>Data/results from that administration have been received</p> <p>Will be administered during spring 2020</p> <p>Faculty Survey of Student Engagement (FSSE) will be administered during spring 2020</p>	<p><u>Established partnerships</u></p> <p>University College: Administering and reporting on the Transfer Day Program Evaluation</p> <p><u>New partnerships</u></p> <p>Office of the Provost/Professional Development Task Force</p> <ul style="list-style-type: none"> * Developed, administered, and will report on Faculty/Staff Professional Development for Student Success surveys * Developed and will administer and report of Student Survey of Faculty Practices 	<p>Office of the Provost/Professional Development Task Force (in collaboration with Student Counseling Services): Assistance with coordinating focus groups (as follow-up to the Faculty/Staff Professional Development for Student Success Survey of Faculty Practices</p>	<p>Four sessions of 'Refining Your Assessment Plan' series will be offered during spring 2019:</p> <ul style="list-style-type: none"> * Determining learning outcomes * Selecting direct and indirect evidence of student learning * Developing feedback mechanisms * Aligning assessment and program review 	

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Degree Program Assessment	General Education Program Assessment	Alumni Survey	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
	categories will begin to be reviewed/assessed during the 2019-2020 academic year: * Individuals and Civic Life; * Mathematics and Quantitative Reasoning; * Natural Sciences; Natural Science Alternatives; and Science, Mathematics, and Technology; * Social Sciences; * Humanities; and * Language in the Humanities						

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Between October 7 and October 18, 2019

Degree Program Assessment	General Education Program Assessment	Alumni Survey	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
<p><u>Process for the Review of Academic Assessment Plans (PRAAP)</u></p> <p>Will provide feedback to last year's cohort during fall 2019</p> <p>Have solicited current program assessment plans from this year's cohort that will be distributed for review and feedback</p> <hr/> <p><u>Assessment Update</u></p> <p>AAC reviewing and providing feedback on last spring/ summer 2019 submissions now</p> <p>Programs will be asked to submit during fall 2019</p> <p>Responses will be distributed for feedback on the programs' assessment activities during spring 2020</p>	<p><u>'United States Traditions' category</u></p> <p>Preliminary report of the students' assignment review was shared with the Council on General Education</p> <p>Held informal discussion sessions with faculty who teach 'United States Traditions' courses to share the review findings and gather their interpretations and recommendations during spring 2019 and will continue during fall 2019</p> <p><u>2019-2020 activities</u></p> <p>Student assignments were requested from 'Fine Arts' course category during fall 2019</p> <p>General Education Student Survey report was shared with Council on General Education for their review and interpretation</p> <p>Assignments collected from previous course</p>	<p>The 2016, 2017, and 2018 administrations occurred during last spring and summer</p> <p>Recruitment included undergraduate and graduate alumni who completed their degrees during:</p> <ul style="list-style-type: none"> * 2011 * 2012 * 2013 <p>as 5-year alumni, and</p> <ul style="list-style-type: none"> * 2015 * 2016 * 2017 <p>as 1-year alumni</p> <p>Data will be organized and reported to programs</p>	<p><u>Beginning College Survey of Student Engagement (BCSSE)</u></p> <p>Administered to incoming first-year students during the summer 2019 Preview orientation sessions</p> <p>Newly-developed version for transfer and delayed-entry students also was administered online during summer 2019</p> <hr/> <p><u>National Survey of Student Engagement (NSSE)</u></p> <p>Was administered to first-year and senior students during spring 2019</p> <p>Data/results from that administration have been received</p> <p>Will be administered during spring 2020</p> <p>Faculty Survey of Student Engagement (FSSE) will be administered during spring 2020</p>	<p><u>Established partnerships</u></p> <p>University College: Administering and reporting on the Transfer Day Program Evaluation</p> <p><u>New partnerships</u></p> <p>Office of the Provost/Professional Development Task Force</p> <ul style="list-style-type: none"> * Developed, administered, and will report on Faculty/Staff Professional Development for Student Success surveys * Developed and will administer and report of Student Survey of Faculty Practices 	<p>Office of the Provost/Professional Development Task Force (in collaboration with Student Counseling Services): Assistance with coordinating focus groups (as follow-up to the Faculty/Staff Professional Development for Student Success Survey of Faculty Practices</p> <p>Department of Special Education: Assistance with revising program assessment plans</p> <p>Mennonite College of Nursing: Assistance integrating program assessment plan with accreditation</p> <p>Campus Recreation: Assistance with data analysis</p>	<p>Four sessions of 'Refining Your Assessment Plan' series will be offered during spring 2019:</p> <ul style="list-style-type: none"> * Determining learning outcomes * Selecting direct and indirect evidence of student learning * Developing feedback mechanisms * Aligning assessment and program review 	

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Degree Program Assessment	General Education Program Assessment	Alumni Survey	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
	categories will begin to be reviewed/assessed during the 2019-2020 academic year: * Individuals and Civic Life; * Mathematics and Quantitative Reasoning; * Natural Sciences; Natural Science Alternatives; and Science, Mathematics, and Technology; * Social Sciences; * Humanities; and * Language in the Humanities						

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Between October 21 and November 1, 2019

Degree Program Assessment	General Education Program Assessment	Alumni Survey	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
<p><u>Process for the Review of Academic Assessment Plans (PRAAP)</u></p> <p>Will provide feedback to last year's cohort during fall 2019</p> <p>Have solicited current program assessment plans from this year's cohort that will be distributed for review and feedback</p> <hr/> <p><u>Assessment Update</u></p> <p>AAC reviewing and providing feedback on last spring/summer 2019 submissions now</p> <p>Programs will be asked to submit during fall 2019</p> <p>Responses will be distributed for feedback on the programs' assessment activities during spring 2020</p>	<p><u>'United States Traditions' course category</u></p> <p>Preliminary report of the students' assignment review was shared with the Council on General Education</p> <p>Held informal discussion sessions with faculty who teach 'United States Traditions' courses to share the review findings and gather their interpretations and recommendations during spring 2019 and will continue during fall 2019</p> <p><u>2019-2020 activities</u></p> <p>Student assignments were requested from 'Fine Arts' course category during fall 2019</p> <p>General Education Student Survey report was shared with Council on General Education for their review and interpretation</p> <p>Assignments collected from previous course</p>	<p>The 2016, 2017, and 2018 administrations occurred during last spring and summer</p> <p>Recruitment included undergraduate and graduate alumni who completed their degrees during:</p> <ul style="list-style-type: none"> * 2011 * 2012 * 2013 <p>as 5-year alumni, and</p> <ul style="list-style-type: none"> * 2015 * 2016 * 2017 <p>as 1-year alumni</p> <p>Data will be organized and reported to programs</p>	<p><u>National Survey of Student Engagement (NSSE)</u></p> <p>Was administered to first-year and senior students during spring 2019</p> <p>Data/results from that administration have been received</p> <p>Will be administered during spring 2020</p> <hr/> <p>Faculty Survey of Student Engagement (FSSE) will be administered during spring 2020</p>	<p><u>Established partnerships</u></p> <p>University College: Administering and reporting on the Transfer Day Program Evaluation</p> <p><u>New partnerships</u></p> <p>Office of the Provost/Professional Development Task Force</p> <ul style="list-style-type: none"> * Developed, administered, and will report on Faculty/Staff Professional Development for Student Success surveys * Developed and will administer and report of Student Survey of Faculty Practices 	<p>Office of the Provost/Professional Development Task Force (in collaboration with Student Counseling Services): Assistance with coordinating focus groups (as follow-up to the Faculty/Staff Professional Development for Student Success Survey of Faculty Practices</p>	<p>Four sessions of 'Refining Your Assessment Plan' series will be offered during spring 2019:</p> <ul style="list-style-type: none"> * Determining learning outcomes * Selecting direct and indirect evidence of student learning * Developing feedback mechanisms * Aligning assessment and program review 	

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Degree Program Assessment	General Education Program Assessment	Alumni Survey	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
	<p>categories will begin to be reviewed/assessed during the 2019-2020 academic year:</p> <ul style="list-style-type: none"> * Individuals and Civic Life; * Mathematics and Quantitative Reasoning; * Natural Sciences; Natural Science Alternatives; and Science, Mathematics, and Technology; * Social Sciences; * Humanities; and * Language in the Humanities <p><u>General Education Review Committee</u></p> <ul style="list-style-type: none"> * Faculty/staff across campus will review and revise the General Education program over the next few years * Derek Meyers serves on the committee 						

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Between November 4, 2019, and January 17, 2020

Degree Program Assessment	General Education Program Assessment	Alumni Survey	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
<p><u>Process for the Review of Academic Assessment Plans (PRAAP)</u></p> <p>Feedback will be provided to last programs from last year's cohort during spring 2020</p> <p>This year's cohort will be reviewed and their feedback provided during fall 2020</p> <hr/> <p><u>Assessment Update</u></p> <p>AAC reviewed and provided feedback on last spring/summer 2019 submissions</p> <p>AAC feedback will be provided to programs when they are asked to submit Assessment Update during spring 2020</p> <p>Responses will be reviewed by Derek and Ryan with feedback provided to programs</p>	<p><u>'United States Traditions' course category</u></p> <p>Preliminary report of the students' assignment review was shared with the Council on General Education</p> <p>Held informal discussion sessions with faculty who teach 'United States Traditions' courses to share the review findings and gather their interpretations and recommendations during spring 2019 and will continue during fall 2019</p> <p style="text-align: center;"><u>2019-2020 activities</u></p> <p>Student assignments will be requested from 'Fine Arts' course category during spring 2020</p> <p>General Education Student Survey report was shared with Council on General Education</p> <p>(cont'd on next page) Assignments collected from</p>	<p>The 2016, 2017, and 2018 administrations occurred during last spring and summer</p> <p>Recruitment included undergraduate and graduate alumni who completed their degrees during:</p> <ul style="list-style-type: none"> * 2011 * 2012 * 2013 <p>as 5-year alumni, and</p> <ul style="list-style-type: none"> * 2015 * 2016 * 2017 <p>as 1-year alumni</p> <p>Data will be organized and reported to programs</p>	<p><u>National Survey of Student Engagement (NSSE)</u></p> <p>Was administered to first-year and senior students during spring 2019</p> <p>Data/results from that administration have been received</p> <p>Will be administered during spring 2020</p> <hr/> <p>Faculty Survey of Student Engagement (FSSE) will be administered during spring 2020</p>	<p><u>Established partnerships</u></p> <p>University College:</p> <ul style="list-style-type: none"> * Administered and reported on the Transfer Day Program Evaluation * Developed, administered, and reported on Winter Preview Evaluation <p><u>New partnerships</u></p> <p>Office of the Provost/Professional Development Task Force</p> <ul style="list-style-type: none"> * Reported on Faculty/Staff Professional Development for Student Success surveys * Reported of Student Survey of Faculty Practices 	<p>INTO ISU: Provided information regarding program assessment for potential accreditation</p> <p>Center for Mathematics, Science, and Technology (CeMaST): Review center assessment plan</p> <p>College of Business: Provide assistance with large dataset</p> <p>School of Biological Sciences: Assistance with standard terminology for levels of course content and curriculum alignment</p> <p>Academic Advising Council, Assessment Committee: Provided additional information regarding respondents to spring 2019 Academic Advising Survey</p> <p>Office of the Provost/Administrator in Residence: Reviewed survey regarding mid-career faculty job satisfaction</p> <p>(cont'd on next page) University College: Provided data regarding enrollment in</p>	<p>Four sessions of 'Refining Your Assessment Plan' series will be offered during spring 2020:</p> <ul style="list-style-type: none"> * Determining learning outcomes * Selecting direct and indirect evidence of student learning * Developing feedback mechanisms * Aligning assessment and program review 	<p>2019-2020 Assessment Initiative Award recipients are:</p> <ul style="list-style-type: none"> * Tina Thompson, Department of Management and Quantitative Methods * SeonYoon Chung and Melissa Jarvil, Mennonite College of Nursing * Chad Kahl, Milner Library * David Adams, Student Counseling Services * Christopher Gjesfeld, School of Social Work * Sarah Smelser, Wonsook Kim School of Art

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Degree Program Assessment	General Education Program Assessment	Alumni Survey	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
	<p>previous course categories will begin to be reviewed/assessed during the 2019-2020 academic year:</p> <ul style="list-style-type: none"> * Individuals and Civic Life; * Mathematics and Quantitative Reasoning; * Natural Sciences; Natural Science Alternatives; and Science, Mathematics, and Technology; * Social Sciences; * Humanities; and * Language in the Humanities <p><u>General Education Review Committee</u></p> <ul style="list-style-type: none"> * Faculty/staff across campus will review and revise the General Education program over the next few years * Three subcommittees (Assessment, Best Practices, and Focus Groups) have been formed * Council on General Education provided permission to share the General Education Student Survey results with the committee and subcommittees 				<p>graduate/professional school for ISU alumni</p> <p>Center for Community Engagement and Service Learning: Review stakeholder survey regarding reflections on center's strategic plan</p>		

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Degree Program Assessment	General Education Program Assessment	Alumni Survey	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
	<p>* Assessment subcommittee</p> <ul style="list-style-type: none"> - Derek Meyers serves on the review executive committee and is co-chairing the assessment subcommittee - Christine Bruckner and Sally Parry serve on the assessment subcommittee <p>- Work will include:</p> <ul style="list-style-type: none"> + Reviewing General Education course syllabi (requested from units) of courses offered during 2019 + Using Best Practices' work of reviewing other models for general education to develop new program assessment plan 						

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Between between January 20 and January 31, 2020

Degree Program Assessment	General Education Program Assessment	Alumni Survey	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
<p><u>Process for the Review of Academic Assessment Plans (PRAAP)</u></p> <p>Feedback will be provided to last programs from last year's cohort during spring 2020</p> <p>This year's cohort will be reviewed and their feedback provided during fall 2020</p> <hr/> <p><u>Assessment Update</u></p> <p>AAC reviewed and provided feedback on last spring/summer 2019 submissions</p> <p>AAC feedback will be provided to programs when they are asked to submit Assessment Update during spring 2020</p> <p>Responses will be reviewed by Derek and Ryan with feedback provided to programs</p>	<p><u>'United States Traditions' category</u></p> <p>Preliminary report of the students' assignment review was shared with the Council on General Education</p> <p>Held informal discussion sessions with faculty who teach 'United States Traditions' courses to share the review findings and gather their interpretations and recommendations during spring 2019 and will continue during fall 2019</p> <p style="text-align: center;"><u>2019-2020 activities</u></p> <p>Student assignments will be requested from 'Fine Arts' course category during spring 2020</p> <p>General Education Student Survey report was shared with Council on General Education Assignments collected from previous course categories will begin to be reviewed/ assessed</p>	<p>The 2016, 2017, and 2018 administrations occurred during last spring and summer</p> <p>Recruitment included undergraduate and graduate alumni who completed their degrees during:</p> <ul style="list-style-type: none"> * 2011 * 2012 * 2013 <p>as 5-year alumni, and</p> <ul style="list-style-type: none"> * 2015 * 2016 * 2017 <p>as 1-year alumni</p> <p>Data will be organized and reported to programs</p>	<p><u>National Survey of Student Engagement (NSSE)</u></p> <p>Was administered to first-year and senior students during spring 2019</p> <p>Data/results from that administration have been received</p> <p>Will be administered during spring 2020</p> <hr/> <p>Faculty Survey of Student Engagement (FSSE) will be administered during spring 2020</p>	<p><u>Established partnerships</u></p> <p>University College: Administering and will report on the Transfer Day Program Evaluation</p> <p><u>New partnerships</u></p> <p>Office of the Provost/Professional Development Task Force</p> <ul style="list-style-type: none"> * Reporting of Student Survey of Faculty Practices * Will provide additional reports on Faculty/Staff Professional Development for Student Success surveys 	<p>Center for Mathematics, Science, and Technology (CeMaST): Review center assessment plan</p> <p>College of Business: Provide assistance with large dataset</p> <p>Center for Community Engagement and Service Learning: Review stakeholder survey regarding reflections on center's strategic plan</p>	<p>Four sessions of 'Refining Your Assessment Plan' series will be offered during spring 2020:</p> <ul style="list-style-type: none"> * Determining learning outcomes * Selecting direct and indirect evidence of student learning * Developing feedback mechanisms * Aligning assessment and program review 	<p>2019-2020 Assessment Initiative Award recipients are:</p> <ul style="list-style-type: none"> * Tina Thompson, Department of Management and Quantitative Methods * SeonYoon Chung and Melissa Jarvil, Mennonite College of Nursing * Chad Kahl, Milner Library * David Adams, Student Counseling Services * Christopher Gjesfeld, School of Social Work * Sarah Smelser, Wonsook Kim School of Art

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Degree Program Assessment	General Education Program Assessment	Alumni Survey	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
	<p>during the 2019-2020 academic year:</p> <ul style="list-style-type: none"> * Individuals and Civic Life; * Mathematics and Quantitative Reasoning; * Natural Sciences; Natural Science Alternatives; and Science, Mathematics, and Technology; * Social Sciences; * Humanities; and * Language in the Humanities <p><u>General Education Review Committee</u></p> <ul style="list-style-type: none"> * Faculty/staff across campus will review and revise the General Education program over the next few years * Three subcommittees (Assessment, Best Practices, and Focus Groups) have been formed * Assessment subcommittee <ul style="list-style-type: none"> - Derek Meyers serves on the review executive committee and is co-chairing the assessment subcommittee - Christine Bruckner and Sally Parry serve on the 						

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Degree Program Assessment	General Education Program Assessment	Alumni Survey	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
	assessment sub-committee - Work will include: + Reviewing General Education course syllabi (requested from units) of courses offered during 2019 + Reviewing text responses from General Education Student Survey administered last spring + Using Best Practices' subcommittee's work of reviewing other models for general education to develop new program assessment plan						

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Between February 3 and February 14, 2020

Degree Program Assessment	General Education Program Assessment	Alumni Survey	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
<p><u>Process for the Review of Academic Assessment Plans (PRAAP)</u></p> <p>Feedback will be provided to programs from last year's cohort during spring 2020</p> <p>This year's cohort will be reviewed and their feedback provided during fall 2020</p> <hr/> <p><u>Assessment Update</u></p> <p>AAC feedback will be provided to programs when they are asked to submit Assessment Update during spring 2020</p> <p>Responses will be reviewed by Derek and Ryan with feedback provided to programs</p>	<p><u>'United States Traditions' course category</u></p> <p>Preliminary report of the students' assignment review was shared with the Council on General Education</p> <p>Held informal discussion sessions with faculty who teach 'United States Traditions' courses to share the review findings and gather their interpretations and recommendations during spring 2019 and will continue during fall 2019</p> <p style="text-align: center;"><u>2019-2020 activities</u></p> <p>Student assignments will be requested from 'Fine Arts' course category during spring 2020</p> <p>General Education Student Survey report was shared with Council on General Education</p> <p style="text-align: right;">(cont'd on next page) Assignments collected from</p>	<p>The 2016, 2017, and 2018 administrations occurred during last spring and summer</p> <p>Recruitment included undergraduate and graduate alumni who completed their degrees during:</p> <ul style="list-style-type: none"> * 2011 * 2012 * 2013 <p>as 5-year alumni, and</p> <ul style="list-style-type: none"> * 2015 * 2016 * 2017 <p>as 1-year alumni</p> <p>Data will be organized and reported to programs</p>	<p><u>National Survey of Student Engagement (NSSE)</u></p> <p>Was administered to first-year and senior students during spring 2019</p> <p>Data/results from that administration have been received</p> <p>Will be administered during spring 2020</p> <hr/> <p>Faculty Survey of Student Engagement (FSSE) will be administered during spring 2020</p>	<p><u>Established partnerships</u></p> <p>University College: Administering and will report on the Transfer Day Program Evaluation</p> <p><u>New partnerships</u></p> <p>Office of the Provost/Professional Development Task Force</p> <ul style="list-style-type: none"> * Reporting of Student Survey of Faculty Practices * Will provide additional reports on Faculty/Staff Professional Development for Student Success surveys 	<p>Center for Mathematics, Science, and Technology (CeMaST): Review center assessment plan</p> <p>College of Business: Provide assistance with large dataset</p> <p>University College, Academic Advisement: Determine mechanisms for academic advisors' use of BCSSE results</p>	<p>Four sessions of 'Refining Your Assessment Plan' series will be offered during spring 2020:</p> <ul style="list-style-type: none"> * Determining learning outcomes * Selecting direct and indirect evidence of student learning * Developing feedback mechanisms * Aligning assessment and program review 	<p>2019-2020 Assessment Initiative Award recipients are:</p> <ul style="list-style-type: none"> * Tina Thompson, Department of Management and Quantitative Methods * SeonYoon Chung and Melissa Jarvil, Mennonite College of Nursing * Chad Kahl, Milner Library * David Adams, Student Counseling Services * Christopher Gjesfeld, School of Social Work * Sarah Smelser, Wonsook Kim School of Art

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Degree Program Assessment	General Education Program Assessment	Alumni Survey	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
	<p>previous course categories will begin to be reviewed/ assessed during the 2019-2020 academic year:</p> <ul style="list-style-type: none"> * Individuals and Civic Life; * Mathematics and Quantitative Reasoning; * Natural Sciences; Natural Science Alternatives; and Science, Mathematics, and Technology; * Social Sciences; * Humanities; and * Language in the Humanities <p><u>General Education Review Committee</u></p> <ul style="list-style-type: none"> * Faculty/staff across campus will review and revise the General Education program over the next few years * Three subcommittees (Assessment, Best Practices, and Focus Groups) have been formed * Assessment subcommittee <ul style="list-style-type: none"> - Derek Meyers serves on the review executive committee and is co-chairing the assessment subcommittee 						

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Degree Program Assessment	General Education Program Assessment	Alumni Survey	Student Engagement Surveys (NSSE, BCSSE, FSSE)	Online Surveys	Consultations	Workshops and Conferences	Miscellaneous
	<ul style="list-style-type: none"> - Christine Bruckner and Sally Parry serve on the assessment sub-committee - Work will include: <ul style="list-style-type: none"> + Reviewing General Education course syllabi (requested from units) of courses offered during 2019 + Reviewing text responses from General Education Student Survey administered last spring + Using Best Practices' subcommittee's work of reviewing other models for general education to develop new program assessment plan 						

