UNIVERSITY ASSESSMENT SERVICES
Illinois State University

FY 2020 Planning Document

Original submission: March 13, 2019

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

Illinois State University Academic Affairs: FY 20 Planning Document

I. Major Objectives for FY20

Describe the unit's most important objectives. Outline how the objectives support the mission/goals of the Department and 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 Practices[2]

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

Table 2. FY20 UAS Goals & Objectives

UAS Goal	FY20 Objectives
1. Actively participate in the planning, implementation, analysis, summarization of results and dissemination of findings for institution-wide assessment efforts.	Coordinate faculty reviews of General Education student assignments Administer NSSE in spring 2019, BCSSE in summer 2019*, and FSSE in spring 2020 In collaboration with Enterprise Data & Analytics (EDA), create a research agenda using student engagement data Update IDES data to include additional graduates and years of income**
2. Work with other units to increase cooperation and coordination of assessment on campus and serve as partners on select assessment projects.	Develop reports of the reviewed General Education student assignments; distribute and discuss them with faculty to determine program improvement initiatives Continue to work with the AAC to update committee documents and develop a framework of assessment at ISU Support initiatives focused on alumni data collection and reporting
3. Develop and maintain assessment efforts, in consultation with units, which result in appropriate data regarding learning outcomes for the purpose of accreditation.	Complete and submit UAS contributions to the HLC assurance argument Support any initiatives that may result from the HLC Year 4 Assurance Review
4. Advise faculty and staff on purpose, design, methodology, and use of assessment techniques to enhance student learning.	Examine the UAS workshop series to determine areas for improvement Offer assessment plan workshop series during the fall 2019 semester and assessment toolbox workshop series during spring 2020 semester Coordinate distribution of updated IDES reports and develop opportunities for discussion of the results and their use among faculty and staff
5. Serve the campus by engaging in outreach activities.	Complete transition of Progressive Measures to an online format and announce to the campus Review UAS website and update as necessary Offer at least three, $2,000 Assessment Initiative Awards
6. Maintain a level of expertise in higher education assessment through staff development.	Present at 2020 CTLT Teaching-Learning Symposium Continue to develop expertise in qualitative research methods

* Pending use of 2018 results.
** Pending budget amounts and other limitations.

II. Permanent Funding Requests

Any initiative that would require permanent funding, currently not a source of funds available through the Office of the Provost, should be outlined in this section. A detailed explanation of the need and budget rationale should be provided. Requests for permanent funds should not be included in the Provost Enhancement Requests. Please complete the PERM Request spreadsheet to identify prioritization and total fiscal implications of the College's requests.

N/A

III. Strategic Budgeted Carryover (SBC) Requests (PERS 937 spreadsheet)

Please provide a brief narrative that includes summary data regarding the number of SBC requests, the total amount of SBC requests, and which categories (see spreadsheet) rank the highest in terms of number of SBC requests, and total amounts per category. Choose several high priority requests, and succinctly present them so that they clearly illustrate the strategic necessity of the SBC request. Refer to the SBC & PE Guidelines for more information.

Updating alumni data
BCSSE

IV. Provost Enhancement (PE) Requests (PERS 937 spreadsheet)

Please provide a brief narrative that includes summary data regarding the number of PE requests and the total amount of PE requests. Similar to the SBC section, select several high priority Provost Enhancement (PE) requests to highlight in this narrative. Refer to the SBC & PE Guidelines for more information.

N/A

V. Base Instructional Capacity Request (Base IC Request spreadsheet) – Due March 7, 2019.
N/A

VI. Supplemental Instructional Capacity Request (Supplemental IC Request Spreadsheet) – Due June 14, 2019
N/A

VII. Personnel Requests: Tenure Track (PERS 936a spreadsheet)

Please provide a brief narrative that includes the total number of tenure track positions being requested along with the total salary amounts. Please succinctly present the rationale for several selected highest priority positions supported by appropriate metrics. Refer to the instruction sheet attached to this document.
N/A

VIII. Personnel Requests: Tenure Track Non-reappointment or tenure-denial/death (PERS 936b spreadsheet)

The College should request permission to fill any vacated tenure track position as a result of non-reappointment, tenure denial, or death. The primary funding source for these re-authorized positions will be the current salary from the vacated position. Additional AIF funds can be requested, but an appropriate justification will be required. Refer to the instruction sheet attached to this document.

N/A

IX. Personnel Requests: Non-Tenure Track Positions (PERS 936c spreadsheet)

Please provide a brief narrative that includes the total number of non- tenure track positions being requested along with the total salary amounts. Please succinctly present the rationale for several select

N/A