



# 2023 Annual Report & 2024 Strategic Plan

## University Assessment Services

# University Assessment Services

2023 Annual Report & 2024 Strategic Plan

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## UAS 2023-24 Planning & Budgeting Timeline & Documents

### Timeline & documents

Document	Description / notes	Due date
Budget	Budget confirmation with Associate Provost on May 10.	May 18
FY 23 Annual report FY 24 Planning document Planning section titled "Major objectives for FY24"	Annual report and planning goals confirmation on May 10.	May 18
SBC requests	Overview on May 10.	April 17 – dept due date May 11 – AVP due date
SBC accountability report (3 <sup>rd</sup> )	See Budget Document Accountability Reports – select SBC AR 3 <sup>rd</sup> submission	June 15

Provost documents: <https://provost.illinoisstate.edu/budget/budget-document-and-due-dates/>

## Proposed Annual Report & Planning Process for UAS [Non-academic] in 2023-24

### Annual Report

1. Alignment with university strategic plan
2. Report on UAS goals:
  - a. 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
  - b. Build institutional 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
  - c. Build collaborative relationships
    - 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
  - d. 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
3. Appendices

# University Assessment Services

## 2023 Annual Report & 2024 Strategic Plan

### Annual Plan

1. UAS planning framework
2. Assessment framework
3. Institutional assessment framework
4. Objectives for next year for each goal:
  - a. 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
  - b. Build institutional 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
  - c. Build collaborative relationships
    - 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
  - d. 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
5. Assessment governance
6. Budget
7. Appendices



## Section 1: Accomplishments & Productivity

### Unit Goals & Connection to Educate, Connect, Elevate

UAS Goals	Educate, Connect, Elevate
Goal 1. Facilitate institutional assessment efforts	<ul style="list-style-type: none"><li>- Increase retention and graduation rates (1.A.3)</li><li>- Leverage data analytics to inform decision-making (1.D.3)</li><li>- Refine processes for the development of new academic programs (2.A.3)</li><li>- Utilize technological solutions that enhance productivity and creativity (2.C.3)</li><li>- Support efforts to assess student career outcomes and placement in graduate and professional school (4.C.1)</li></ul>
Goal 2. Build institutional assessment capacity	<ul style="list-style-type: none"><li>- Maximize employee growth through learning and professional development opportunities (1.B.2)</li><li>- Increase collaboration across departments and Divisions (1.D.2)</li><li>- Maximize employee growth through learning and professional development opportunities (1.B.2)</li><li>- Create more spaces that encourage collaborative research, teaching, and other learning activities (2.C.1)</li><li>- Create awareness of opportunities for students to engage in research (4.B.1)</li><li>- Expand and promote opportunities for engagement in professional development (4.C.3)</li></ul>
Goal 3. Cultivate collaborative partnerships	<ul style="list-style-type: none"><li>- Increase collaboration across departments and Divisions (1.D.2)</li><li>- Leverage data analytics to inform decision-making (1.D.3)</li><li>- Enhance cross-disciplinary research and creative activities (2.B.2)</li><li>- Create more spaces that encourage collaborative research, teaching, and other learning activities (2.C.1)</li><li>- Utilize technological solutions that enhance productivity and creativity (2.C.3)</li></ul>
Goal 4. Enhance UAS staff development	<ul style="list-style-type: none"><li>- Expand and promote opportunities for engagement in professional development (4.C.3)</li><li>- Maximize employee growth through learning and professional development opportunities (1.B.2)</li></ul>

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## 1. Provide specific accomplishments related to Academic Program Development

List any new courses, sequences, majors, minors, sequences developed (or approved?) within this fiscal year

n/a

List any substantial revisions to academic programs with a brief rationale/goal for the revisions (please include changes in delivery modality, e.g., F2F -> hybrid or fully online)

n/a

## 2. Provide specific accomplishments related to Equity, Diversity, and Inclusion

List actions to infuse EDI into the curriculum

n/a

Reflect on enrollment, retention, and graduation rate trends across groups and describe action plans to address any disparities in these trends

n/a

Please summarize other EDI focused activities within the Unit during the fiscal year

See [List other major teaching, research, or service accomplishments not listed above that support Educate\\*Connect\\*Elevate](#)

## 3. Provide specific accomplishments related to Faculty Success

Reflect on recruitment and retention of faculty during the fiscal year

n/a

Based on data collected from the last full ASPT review, provide counts of scholarly and/or creative products (e.g., publications, juried exhibits, grants submitted/approved) aggregated across faculty.

n/a

## 4. Provide specific accomplishments related to Student Success

Reflect on retention, and graduation rate trends within the unit’s programs. Reflect upon these trends over the past 3 years and identify the unit’s goals for these metrics

n/a

Summarize other student success focused activities within the Unit during the fiscal year

See [List other major teaching, research, or service accomplishments not listed above that support Educate\\*Connect\\*Elevate](#)

## 5. List other major teaching, research, or service accomplishments not listed above that support Educate\*Connect\*Elevate

Goals		Report
Facilitate institutional assessment efforts	<ul style="list-style-type: none"> <li>• Coordinate general education outcomes assessment</li> <li>• Expand alumni outcomes research</li> <li>• Provide evidence for institutional accreditation (HLC) efforts</li> <li>• Enhance academic quality through program review</li> <li>• Enhance student engagement and success through research and evaluation</li> </ul>	<p><b>NSSE Survey</b></p> <ul style="list-style-type: none"> <li>✓ Created Three-year project plan for the National Survey of Student Engagement at ISU (NSSE). See <a href="#">appendix D</a> for year 1 of plan.</li> <li>✓ Implemented year 1 project plan, leading to an over 20% response rate, slightly higher than benchmark rates and the highest at ISU in over 10 years.</li> </ul> <p><b>General Education</b></p> <ul style="list-style-type: none"> <li>✓ Led artifact review session in the following areas: sciences, humanities, fine arts and math/quantitative reasoning.</li> <li>✓ Created Power BI dashboard for spring 22 general education student <a href="#">survey</a>.<sup>1</sup></li> <li>✓ Created Power BI dashboard for <a href="#">artifact review</a>.</li> <li>✓ Presented results to <a href="#">Council on General Education</a> in April 2023.</li> <li>✓ Implemented writing survey for the <a href="#">General Education Review Task Force</a>.</li> </ul>

<sup>1</sup> Power BI permission requests can be sent to: [assessment@ilstu.edu](mailto:assessment@ilstu.edu).



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Goals		Report
		<p><b>PRAAP / Program Review</b></p> <ul style="list-style-type: none"> <li>✓ Service on the Academic Planning Committee.</li> <li>✓ Administered Annual Assessment Update.</li> <li>✓ Coordinated PRAAP process with the Assessment Advisory Council.</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>✓ Academic advising overload analytic</li> <li>✓ HLC Reaccreditation Team 3</li> <li>✓ HLC Reaccreditation Team 4</li> </ul>
Build institutional capacity	<ul style="list-style-type: none"> <li>• Engage faculty and staff in meaningful professional development activities</li> <li>• Provide programmatic assessment opportunities for units</li> <li>• Consult individuals and programs in assessment &amp; research best practices</li> </ul>	<ul style="list-style-type: none"> <li>✓ Consultations with programs and individuals.</li> <li>✓ Program PRAAP orientations.</li> </ul>
Build collaborative relationships	<ul style="list-style-type: none"> <li>• Regularly engage with ISU information planning &amp; analysis units and governance entities</li> <li>• Leverage varied and multi-disciplinary faculty and staff expertise in UAS research projects</li> <li>• Create an environment that enables decision-makers and users of assessment results</li> </ul>	<p><b>Committees, Teams &amp; Task Forces</b></p> <ul style="list-style-type: none"> <li>✓ General Education Review Task Force</li> <li>✓ University Teacher Ed Council (UTEACH)</li> <li>✓ CAEP Advanced Accreditation Council</li> <li>✓ Staff Success Team</li> <li>✓ Faculty Success COACHE Team</li> <li>✓ Civic Engagement Advisory Board</li> <li>✓ Academic Planning Committee</li> <li>✓ Assessment Advisory Council</li> <li>✓ Data &amp; Planning Collaborators Team</li> <li>✓ 8 dissertation committees in the EAF department</li> <li>✓ Grand Challenges in Assessment (national)</li> <li>✓ Search committee for Center for Civic Engagement assessment position</li> </ul>

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Goals		Report
Enhance UAS staff development	<ul style="list-style-type: none"><li>• Incorporate emerging technologies and assessment techniques</li><li>• Conduct specialized and empirical studies</li><li>• Engage in a community of assessment scholars and reflective practitioners</li></ul>	<b>Staff Professional Development</b> <ul style="list-style-type: none"><li>✓ Teaching with Zoom, ISU CIPD, August 2022</li><li>✓ Managing Projects with Microsoft Teams, LinkedIn Learning, August 2022</li><li>✓ Centering Equity in Assessment, CAEL, January 2023</li><li>✓ Exploring Data at the Heart of Assessment, AACU, February 2023</li><li>✓ Norming General Education Rubrics, Weave, April 2023</li><li>✓ Leading for Antiracism and Equity: Strategies for Data-Informed Decision Making, April 2023</li></ul>

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## Section 2: Strategic Plan


### Planning Framework

 <p><b>Vision</b> A campus culture that uses evidence to help students succeed.</p>	 <p><b>Mission</b> 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.</p>	 <p><b>Values</b> Collaboration Integrity Support Curiosity Innovation</p>
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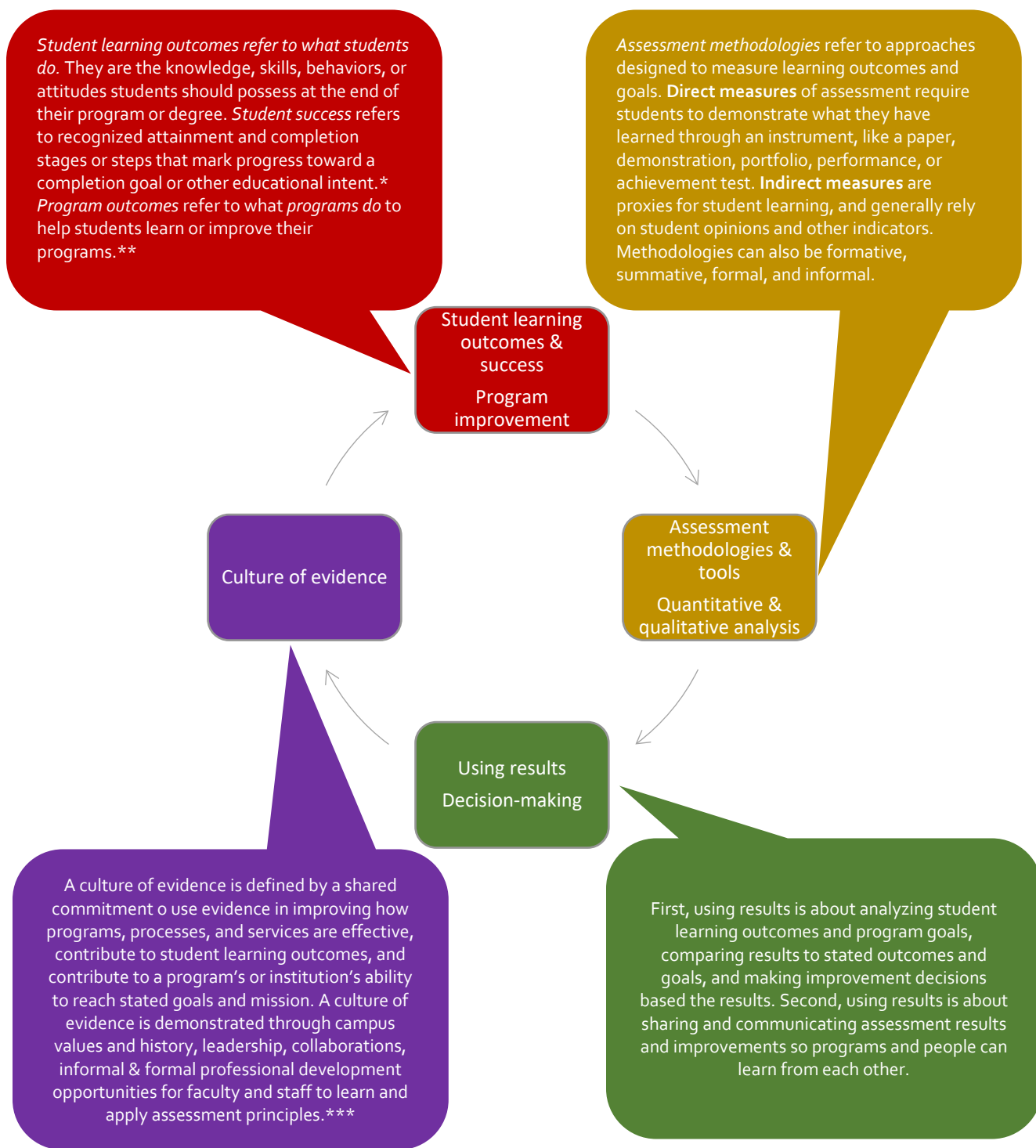
 <p><b>Facilitate Institutional Assessment Efforts</b></p>	<ul style="list-style-type: none"> <li>Coordinate general education outcomes assessment</li> <li>Expand alumni outcomes research</li> <li>Provide evidence for institutional accreditation (HLC) efforts</li> <li>Enhance academic quality through program review</li> <li>Enhance student engagement and success through research and evaluation</li> </ul>
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 <p><b>Build Institutional Assessment Capacity</b></p>	<ul style="list-style-type: none"> <li>Engage faculty and staff in meaningful professional development activities</li> <li>Provide programmatic assessment opportunities for units</li> <li>Consult individuals and programs in assessment &amp; research best practices</li> </ul>
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 <p><b>Build Collaborative Partnerships</b></p>	<ul style="list-style-type: none"> <li>Regularly engage with ISU information planning &amp; analysis units and governance entities</li> <li>Leverage varied and multi-disciplinary faculty and staff expertise in UAS research projects</li> <li>Create an environment that enables decision-makers and users of assessment results</li> </ul>
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 <p><b>Enhance UAS Staff Development</b></p>	<ul style="list-style-type: none"> <li>Incorporate emerging technologies and assessment techniques</li> <li>Conduct specialized and empirical studies</li> <li>Engage in a community of assessment scholars and reflective practitioners</li> </ul>
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### Assessment Framework



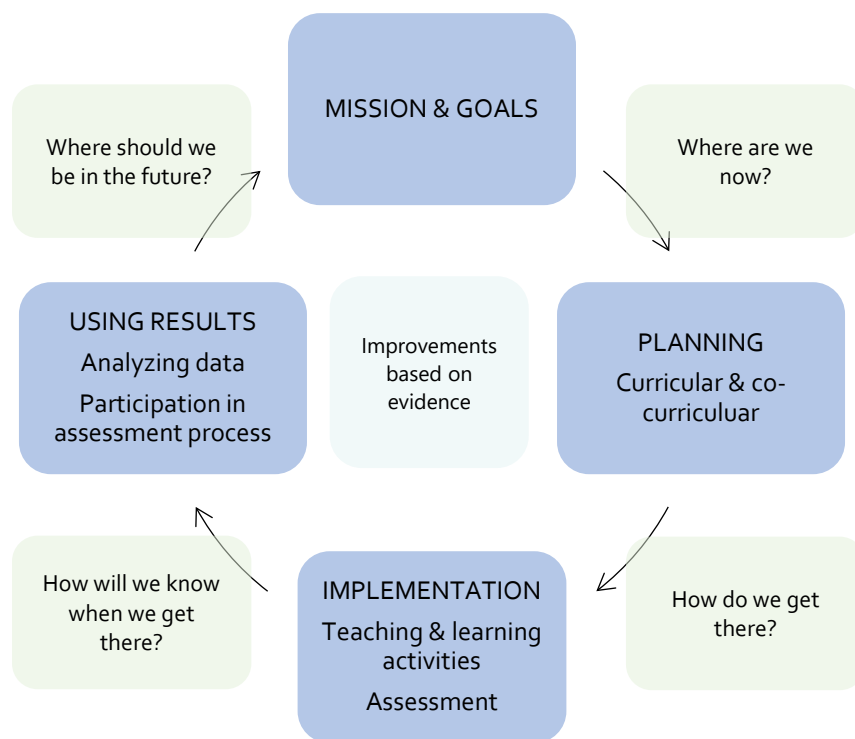
\* Higher Learning Commission (2019, February), *Defining Student Success Data: Recommendations for a Glossary of Terms*.

\*\* A distinction made by Mills-Schofield is that program outcomes are outputs, as opposed to student learning outcomes. According to the author, "outcomes are the difference made by the outputs." D. Mills-Schofield, 2012, It's Not Just Semantics: Managing Outcomes vs Outputs. *Harvard Business Review Blog*.

\*\*\* Definition adapted from M. Culp, 2012, *Building a Culture of Evidence in Student Affairs*, Washington, DC: NASPA, p. 2; L. Suskie, 2009, *Assessment: A Common Sense Guide*. San Francisco: Wiley.

### Institutional Effectiveness Framework

Institutional effectiveness refers to the effectiveness of an institution in achieving its mission and goals. Effectiveness can include ensuring student success, serving the public good, stewardship, and accountability and accreditation.<sup>2</sup> Institutional effectiveness can also be defined as an integrated process of planning, budgeting, and improvement.<sup>3</sup> There are a variety of institutional effectiveness models, but they generally follow a template similar to the figure below:



### UAS Institutional Effectiveness Roles

<b>Processes</b>	Process for the Review of Academic Assessment Plans (PRAAP)	
	Program Review	Strategic Planning
<b>Assessments</b>	General Education Assessment	Accreditation
	Currently enrolled student surveys	Incoming student surveys
	Alumni Surveys	Graduating student surveys
<b>Capacity building</b>	General Ed. assessments	Ad hoc assessments
	Professional Development Consultations	Assessment Initiative Award
<b>Decision-making tools</b>	Power B.I. Visualizations	Presentations
	Qualitative analysis	Reporting

<sup>2</sup> Definition from Suskie, L. (2018). *Assessing Student Learning*. San Francisco: Wiley.

<sup>3</sup> Middaugh, M. (2009). *Planning & Assessment in Higher Education: Demonstrating Institutional Effectiveness*. San Francisco: Wiley.; Sherlock, B. (2009). *Integrating Planning, Assessment, & Improvement in Higher Education*. Washington, D.C.: NACUBO.

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## Major Objectives for FY24

Describe the unit’s most important forward-looking objectives related to:

1. Academic Program Development
2. Equity, Diversity and Inclusion
3. Faculty Success
4. Student Success.

Discuss how the objectives support the mission/goals of the Unit/Department/School, College and Educate•Connect•Elevate. (List as one box per area)

Goals		2023-24 objectives * = goal cross-listed in multiple areas.	Academic affairs planning category
Facilitate institutional assessment efforts	Coordinate general education outcomes assessment	<ol style="list-style-type: none"> <li>1. Create gen ed schedule for old gen ed curriculum.</li> <li>2. Create plan for using Canvas in gen ed assessment.</li> <li>3. Create gen ed assessment plan for new curriculum, including: communications plan, data use, governance, leadership, program goals, outcomes and use of results. See <a href="#">appendix C</a>.</li> </ol>	Academic program development
	Expand alumni outcomes research	<ol style="list-style-type: none"> <li>1. Create a data use plan for final data match for the IDES project.</li> <li>2. Continue collaboration with student affairs on <a href="#">project nest</a>.</li> <li>3. Continue to support academic programs in the administration of the alumni survey.</li> <li>4. Create alumni survey process plan in acknowledgement of the ISU <a href="#">mass email policy</a>.<sup>4</sup></li> <li>5. Conduct empirical studies using IDES data.</li> </ol>	Academic program development
	Provide evidence for institutional accreditation (HLC) efforts	<ol style="list-style-type: none"> <li>1. Serve on the ISU accreditation teams in anticipation of the HLC visit in fall 2024.</li> <li>2. Support accreditation processes as needed.</li> </ol>	Academic program development
	Enhance academic quality through program review	<ol style="list-style-type: none"> <li>1. Serve on Academic Planning Committee.</li> <li>2. Coordinate PRAAP processes.</li> <li>3. Create PRAAP / program review process and timeline in Power BI</li> </ol>	Academic program development

<sup>4</sup> In collaboration with university advancement.



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Goals		2023-24 objectives * = goal cross-listed in multiple areas.	Academic affairs planning category
	Enhance student engagement and success through research and evaluation	<ol style="list-style-type: none"> <li>1. Create an EDI in assessment framework in collaboration with other units.</li> <li>2. Item map survey items from NSSE / other institutional surveys to EDI units.</li> <li>3. Create a UAS survey schedule. See <a href="#">appendix A: UAS student success framework</a>.</li> <li>4. Create and implement a data use plan for year 2 of the NSSE project. See <a href="#">appendix D</a>.</li> <li>5. Implement FireBird undergraduate research award program.</li> </ol>	Equity, Diversity and Inclusion  Student Success
Build institutional capacity	Engage faculty and staff in meaningful professional development activities	<ol style="list-style-type: none"> <li>1. Create an EDI in assessment workshop as part of a UAS professional development series.</li> <li>2. Create EDI in assessment resource hub on the UAS website.</li> <li>3. Create professional development series based on PRAAP criteria.</li> <li>4. Create a data-use template for assessment and evaluation projects.</li> </ol>	Equity, Diversity and Inclusion  Faculty success
	Provide programmatic assessment opportunities for units	<ol style="list-style-type: none"> <li>1. Create a faculty / staff research award program.</li> <li>2. Administer the Assessment Initiative Award.</li> <li>3. Investigate program assessment award.</li> </ol>	Faculty success  Student success
	Consult individuals and programs in assessment & research best practices	<ol style="list-style-type: none"> <li>1. Continue ad hoc consultation to faculty and staff on assessment and research methods.</li> </ol>	Faculty success
Build collaborative relationships	Regularly engage with ISU information planning & analysis units and governance entities	<ol style="list-style-type: none"> <li>1. Regularly meet with Data Directors group.</li> </ol>	n/a
	Leverage varied and multi-disciplinary faculty and staff expertise in UAS research projects	<ol style="list-style-type: none"> <li>1. Create a faculty / staff research award program.*</li> </ol>	Faculty success
	Create an environment that enables decision-makers and users of assessment results	<ol style="list-style-type: none"> <li>1. Create and implement a data use plan for year 2 of the NSSE project. See <a href="#">appendix D</a>.*</li> <li>2. Create a data use plan for final data match for the IDES project.*</li> <li>3. Create gen ed assessment plan for new curriculum, including: communications plan, data use, governance, leadership, program goals, outcomes and use of results. See <a href="#">appendix C</a>.*</li> </ol>	Student success  Academic program development

# University Assessment Services

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Goals		2023-24 objectives * = goal cross-listed in multiple areas.	Academic affairs planning category
Enhance UAS staff development	Incorporate emerging technologies and assessment techniques	<ol style="list-style-type: none"> <li>Utilize online, internal and other professional development opportunities (e.g., LinkedIn Learning, webinars, internal professional development opportunities).</li> </ol>	n/a
	Conduct specialized and empirical studies	<ol style="list-style-type: none"> <li>Create and implement a data use plan for year 2 of the NSSE project. See <a href="#">appendix D</a>.*</li> <li>Create a data use plan for final data match for the IDES project.*</li> <li>Create a faculty / staff research award program.*</li> <li>Implement FireBird undergraduate research award program*</li> </ol>	Student Success Faculty Success
	Engage in a community of assessment scholars and reflective practitioners	<ol style="list-style-type: none"> <li>Conference attendance.</li> <li>Engagement with national organizations (Grand Challenges in Assessment, for example).</li> </ol>	n/a

# University Assessment Services

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## Assessment Governance & Collaborations with other Planning & Decision-support Units

Governance	Description
Assessment Advisory Council (AAC)	The purpose of the <a href="#">Assessment Advisory Council</a> is to review processes related to student learning outcomes and recommend changes to these processes to advance the quality of student learning at Illinois State University. The Council also provides feedback, input, and recommendations to University Assessment Services in regard to university-wide assessment-related matters.
University Assessment Services (UAS)	The mission of <a href="#">University Assessment Services</a> is to promote a culture of continuous improvement by collaborating with campus partners to advance student success, encourage program improvement, and provide professional support and services.
Enterprise Data Analytics (EDA)	<a href="#">Enterprise Data and Analytics</a> (EDA) leads the University's work in developing and maintaining a business intelligence environment, providing data-driven insights to inform strategic decision making. We combine data from sources around campus into the Institutional Data Warehouse (IDW) for reporting and analytics purposes. EDA manages data procurement and the creation of the business intelligence architecture for the IDW. We also create business intelligence content, like reports and dashboards, support staff report development, provide training, and enforce data access security for data in the IDW.
Planning, Research & Policy Analysis (PRPA)	<a href="#">Planning, Research and Policy Analysis</a> (PRPA) provides data and information that supports operational analysis and strategic planning.
Student Affairs Assessment & Assessment Team	The <a href="#">Division of Student Affairs</a> is committed to a division-wide approach to strategically planning for our future and in our day-to-day operations. With the support of Campus Labs, the Division has created a comprehensive, systematic, and consistent approach to strategic planning, program review, and accreditation reporting.
Civic Engagement Assessment	The ISU Center for Civic Engagement has an assessment unit and full-time assessment staff member. See the Civic Engagement Assessment <a href="#">website</a> for more information.

# University Assessment Services

## 2023 Annual Report & 2024 Strategic Plan

### FY 24 Budget

**Total operating budget**                    \$     35,021.44

Budget Summary	Amount
Strategic	\$     25,500.00
Operational	\$     9,500.00
<b>Total</b>	<b>\$     35,000.00</b>

Strategic	Timing	Description	Amount	Note
Assessment Init. Award	Annual	Capacity building	\$   10,000.00	
Currently enrolled student survey	Annual	Surveys administered on 3-year cycle	\$   8,000.00	1
Survey promotions	Annual	Survey promotions	\$   2,500.00	2
General education assessment	Annual	Annual	\$   5,000.00	3
<i>Total - strategic</i>			<b>\$   25,500.00</b>	

Operational	Timing	Description	Amount	Note
ISU Business Permit (Parking)	Annual	Parking	\$   200.00	
Copier / scanner lease	Annual	Paper / copying / scanning	\$   2,800.00	
Subscriptions	Annual	Subscriptions	\$   300.00	
Travel / conferences	Annual	Conferences	\$   3,500.00	
<i>HLC</i>	<i>Annual</i>	<i>HLC</i>	\$   1,500.00	
<i>AIR/AAHLE/Assess Inst/I-AIR</i>	<i>PRN</i>	<i>Conferences - misc</i>	\$   1,000.00	
<i>Prof dev</i>	<i>PRN</i>	<i>Webinars, etc.</i>	\$   1,000.00	
Technology replacement	3 year cycle	Tech replacement	\$   2,200.00	4
Office supplies	PRN	Ongoing	\$   500.00	
<i>Total - operational</i>			<b>\$   9,500.00</b>	

**Total developmental budget**                    \$     12,000.00

Developmental	Timing	Description	Amount	Note
Firebird	Annual	Capacity building	\$   3,000.00	5
Staff development	Annual	Annual	\$   9,000.00	6
<i>Total - developmental</i>			<b>\$   12,000.00</b>	

#### Notes

1 NSSE in FY 23; reserve for other institutional surveys in FY 24 and 25

2 See above

3 Gen ed artifact reviewers; other gen ed costs (prof dev, etc.)






4 Laptop R. Smith in FY 24

5 Firebird grants for student researchers, pull from student worker line

6 Research grants for faculty/staff, pull from GA hourly line

## Appendices

### Appendix A. UAS Student Success Framework<sup>5</sup>

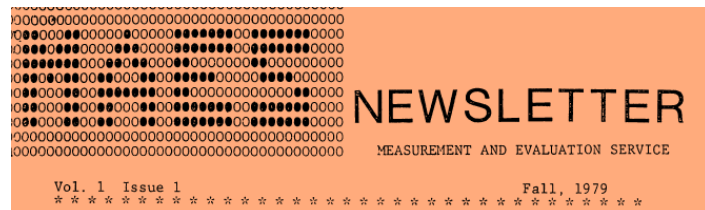
	Pre-college 	First-year 	While Enrolled 	Graduation 	Post-graduation 
<b>Surveys</b>	BCSSE	NSSE	Advising Gen. ed. indirect (survey) Gen. ed. direct (artifacts) NSSE	NSSE Exit survey <sup>6</sup>	IDES data
<b>UAS variables</b>	HS experiences ISU expectations	Engagement Satisfaction with ISU	Same as 1 <sup>st</sup> yr (seniors)	Same as 1 <sup>st</sup> yr (seniors)	Wages Job placement In state retention Industry
<b>Other data tracking</b>	EDA / PRPA / student affairs data	EDA / PRPA / student affairs data	EDA / PRPA / student affairs data	EDA / PRPA / student affairs data	EDA / PRPA / student affairs data

<sup>5</sup> Not official endorsed by ISU – for UAS purposes only.

<sup>6</sup> In collaboration with student affairs.

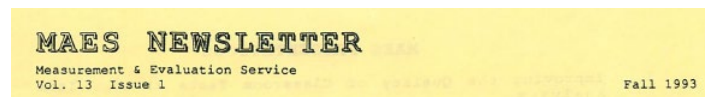
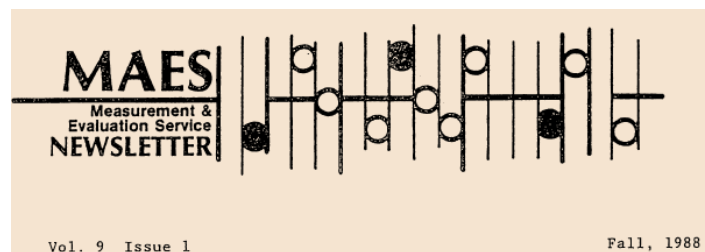
### Appendix B: UAS & Quality Improvement History at ISU

1979-1994



In the 1970's through the 1990's, the primary responsibility for assessment at ISU was the Measurement & Evaluation Service Office (MAES). At the time, assessment was equated with testing at the classroom level. Assessment at the institutional level was not addressed. MAES was located in Julian Hall 115. MAES was responsible for four functions:<sup>7</sup>

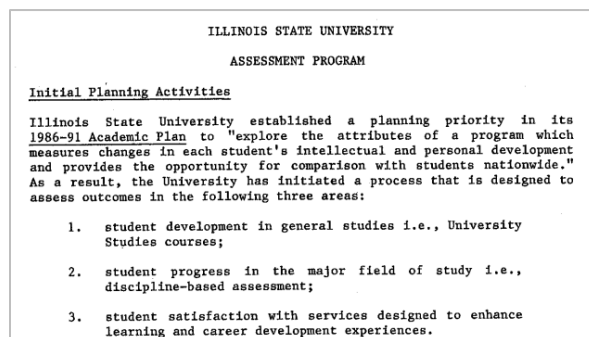
1. Test scoring.
2. Teacher evaluation form processing.
3. Internal testing programs.
4. Special projects and research.



In 1982, ISU administered the COMP test to students at different times.<sup>8</sup> The intent was to measure the “value added” by an ISU education.

In the mid 1980's, ISU organized assessment at the institution level. These activities included:

- Planning statement about assessment in the 1986-1991 academic plan.
- Establishment of a coordinating committee on assessment in November 1986.
- Provost seminar on value added assessment on 1/24/1987.
- Student and alumni surveys on the effectiveness of general education, spring 1987.
- Assessment of student learning incorporated into program review for the first time, spring 1988.
- Official ISU statement on assessment, August 1988.
- Participation in the ETS Vanguard Program, 1988-89.
- Practitioner’s Handbook on Assessment, September 1991.
- Inventory of departmental assessment activities, March 1993.



<sup>7</sup> MAES Newsletter, vol. 1 (1), fall 1979.

<sup>8</sup> Assessment Activities at Illinois State University, 2/3/1995.



# University Assessment Services

2023 Annual Report & 2024 Strategic Plan

## 1994-1999

Pursuant a recommendation of the Higher Learning Commission, all assessment activities were assigned to MAES in spring 1994.

In response, MAES changed its name to the University Assessment Office (UAO).<sup>9</sup> In fall 1999, MAES split into three offices:<sup>10</sup>

1. The test scoring and teacher evaluation processing functions of UAO split off into an office called *Opscan Evaluation*.
2. Internal testing programs were coordinated by a new unit called the *University Testing Office*, which was moved to Fell Hall.
3. The UAO's functions were narrowed to the coordination of university-wide assessment and evaluation initiatives. Both UAO and Opscan Evaluation moved from Julian Hall to the Instructional Technology Development Center (ITDC) in fall 1999.

By spring 2000, the University Assessment Office newsletter's name was changed to *Assessment Æffects*.<sup>11</sup> At this time, the office began offering small grants for assessment projects, built a website, initiative professional development activities, and initiated the Process for the Review of Academic Assessment Plans (PRAAP).

The logo for the University Assessment Office, featuring the text "University Assessment Office" in a bold, black, sans-serif font on a light yellow background.

<sup>9</sup> University Assessment Office Newsletter, October 1997.

<sup>10</sup> University Assessment Office Newsletter, September 1999.

<sup>11</sup> Assessment Æffects, Spring 2000.

# University Assessment Services

## 2023 Annual Report & 2024 Strategic Plan

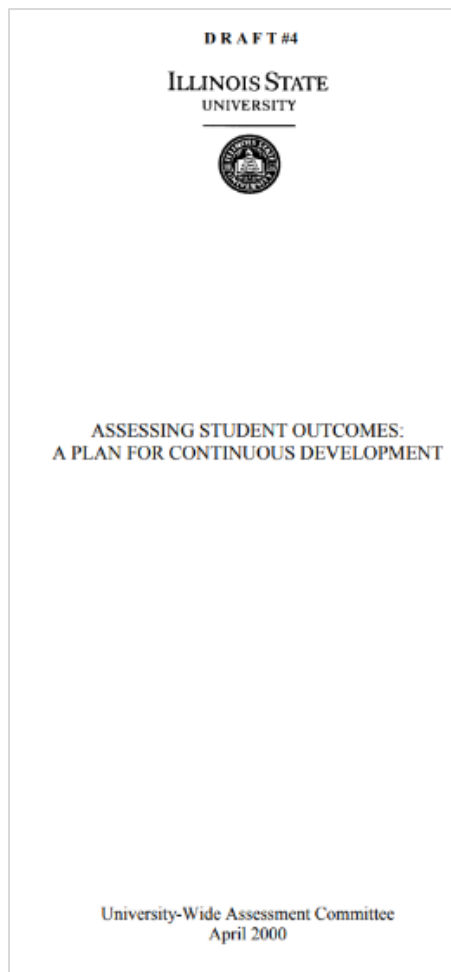
### 2000-2010

At the request of the provost, the University-wide Assessment Committee (UWAC) wrote *Assessing Student Outcomes: A Plan for Continuous Development* in April 2000.<sup>12</sup> The paper included a series of goals for assessment and action steps. The paper emphasized that “assessment data should be used internally to guide curricular, co-curricular, environmental, and institutional improvement. The intent is not evaluation of an individual or program.”<sup>13</sup>

An update of the plan was written in April 2003.<sup>14</sup> One of the recommendations of the 2000 report was the creation of a standing committee. The result was the creation of the Assessment Coordinating Committee (ACC). The name of the ACC was changed to the Assessment Advisory Council in April 2003 and developed a new charge:<sup>15</sup>

1. Ensuring ISU’s commitment to the *IBHE Illinois Commitment*, specifically Goal 5.
2. Ensuring assessment’s alignment with *Educating Illinois*.
3. Ensuring compliance with NCA accreditation requirements.
4. Providing advice to UAO.
5. Review state and national trends relating to assessment.

The old assessment newsletter, *Assessment Effects*, was changed to *Progressive Measures* in 2005.<sup>16</sup> Later, the office moved from the ITDC building to Hovey Hall, then to Uptown Crossing, and finally back to its original location in the ITDC building.



2007 staff photo

<sup>12</sup> [http://assessment.illinoisstate.edu/downloads/uwac\\_wpaper.pdf](http://assessment.illinoisstate.edu/downloads/uwac_wpaper.pdf)

<sup>13</sup> p. i-ii.

<sup>14</sup> [http://assessment.illinoisstate.edu/downloads/assessment\\_recommendations\\_update.pdf](http://assessment.illinoisstate.edu/downloads/assessment_recommendations_update.pdf)

<sup>15</sup> [http://assessment.illinoisstate.edu/downloads/aac\\_membership\\_and\\_charge.pdf](http://assessment.illinoisstate.edu/downloads/aac_membership_and_charge.pdf)

<sup>16</sup> *Progressive Measures*, v. 1 (1), Fall 2005.

# University Assessment Services

2023 Annual Report & 2024 Strategic Plan

## 2000-present

In 2010, UAO was changed to University Assessment Services (UAS).

Student affairs created a position responsible for assessment and engagement initiatives in 2013. The Center for Civic Engagement created a position responsible for assessment in 2016.

In Spring 2011 through June 2014, ISU participated in the HLC Assessment Academy. The goals of the academy were to improve the use of program-level assessment plans and revise the general education assessment process. Another goal was to fulfill the institutional requirement as a Pathways Pioneer institution and the quality initiative component of the Open Pathway accreditation. Several changes were made to assessment processes in academic affairs at ISU. The HLC academy process and results were published in the April 2014 HLC Assessment Academy Impact Report.<sup>17</sup>

In 2019, UAS again moved from the ITDC building to 308 Kingsley.

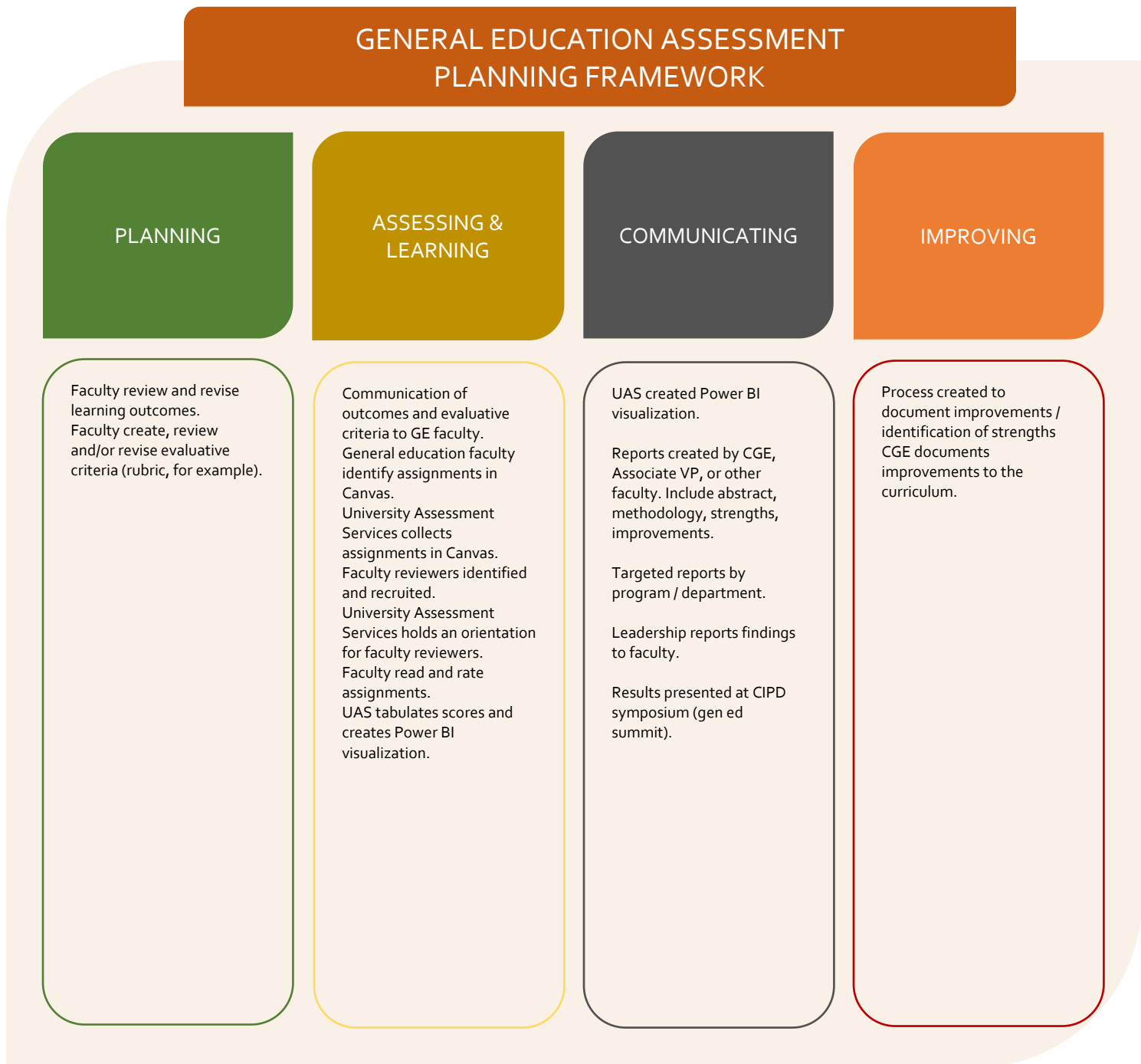
As of spring 2022, UAS has three full-time staff members: director, assistant director, and office aide. UAS has maintained the same staff and staffing levels since 2011.

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<sup>17</sup> <http://assessment.illinoisstate.edu/about/HLC-Academy-Impact-Report-5-1-2014-Illinois-State-Univ.pdf>

### Appendix C: General Education Assessment Planning Framework: Illustrative Purposes Only

Note: This framework is an illustration only. It does not reflect an actual or endorsed planning framework. Not for intended use.



# University Assessment Services

## 2023 Annual Report & 2024 Strategic Plan

### Planning framework implementation

Category	Engaging equity	Sustainability	Global perspectives	Creativity	Health & well being	Liberal studies
Communication	Assessments here					
Writing	Assessments here					
Quant. literacy	Assessments here					
Scientific inquiry	Assessments here					
Humanities	Assessments here	Assessments here	Assessments here	Assessments here	Assessments here	Assessments here
Fine arts	Assessments here	Assessments here	Assessments here	Assessments here	Assessments here	Assessments here
Soc & behav sci	Assessments here	Assessments here	Assessments here	Assessments here	Assessments here	Assessments here
STEM	Assessments here	Assessments here	Assessments here	Assessments here	Assessments here	Assessments here
Elective	Do not assess	Do not assess	Do not assess	Do not assess	Do not assess	Do not assess
Redbird banner	Do not assess	Do not assess	Do not assess	Do not assess	Do not assess	Do not assess

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
<b>Planning</b> Equity Sustainability Quant	<b>Planning</b> Global Creativity Sci inquiry	<b>Planning</b> Well being Liberal studies Comm Writing	<b>Planning</b> Equity Sustainability Quant	<b>Planning</b> Global Creativity Sci inquiry	<b>Planning</b> Well being Liberal studies Comm Writing	
<b>Assessing &amp; Learning</b> Comm Writing	<b>Assessing &amp; Learning</b> Equity Sustainability Quant	<b>Assessing &amp; Learning</b> Global Creativity Sci inquiry	<b>Assessing &amp; Learning</b> Well being Liberal studies Comm Writing	<b>Assessing &amp; Learning</b> Equity Sustainability Quant	<b>Assessing &amp; Learning</b> Global Creativity Sci inquiry	
	<b>Communicating</b> Comm Writing	<b>Communicating</b> Equity Sustainability Quant	<b>Communicating</b> Global Creativity Sci inquiry	<b>Communicating</b> Well being Liberal studies Comm Writing	<b>Communicating</b> Equity Sustainability Quant	
		<b>Improving</b> Comm Writing	<b>Improving</b> Equity Sustainability Quant	<b>Improving</b> Global Creativity Sci inquiry	<b>Improving</b> Well being Liberal studies Comm Writing	
<b>Indirect</b> n/a	<b>Indirect</b> n/a CIPD symposium	<b>Indirect</b> Student Survey CIPD symposium	<b>Indirect</b> Faculty feedback CIPD symposium	<b>Process Rv</b> Evaluation – <a href="#">appendix F</a> CIPD symposium	<b>Indirect</b> Student Survey CIPD symposium	

Appendix D: NSSE Project Plan: Data Use, Year 2

# National Survey of Student Engagement (NSSE)

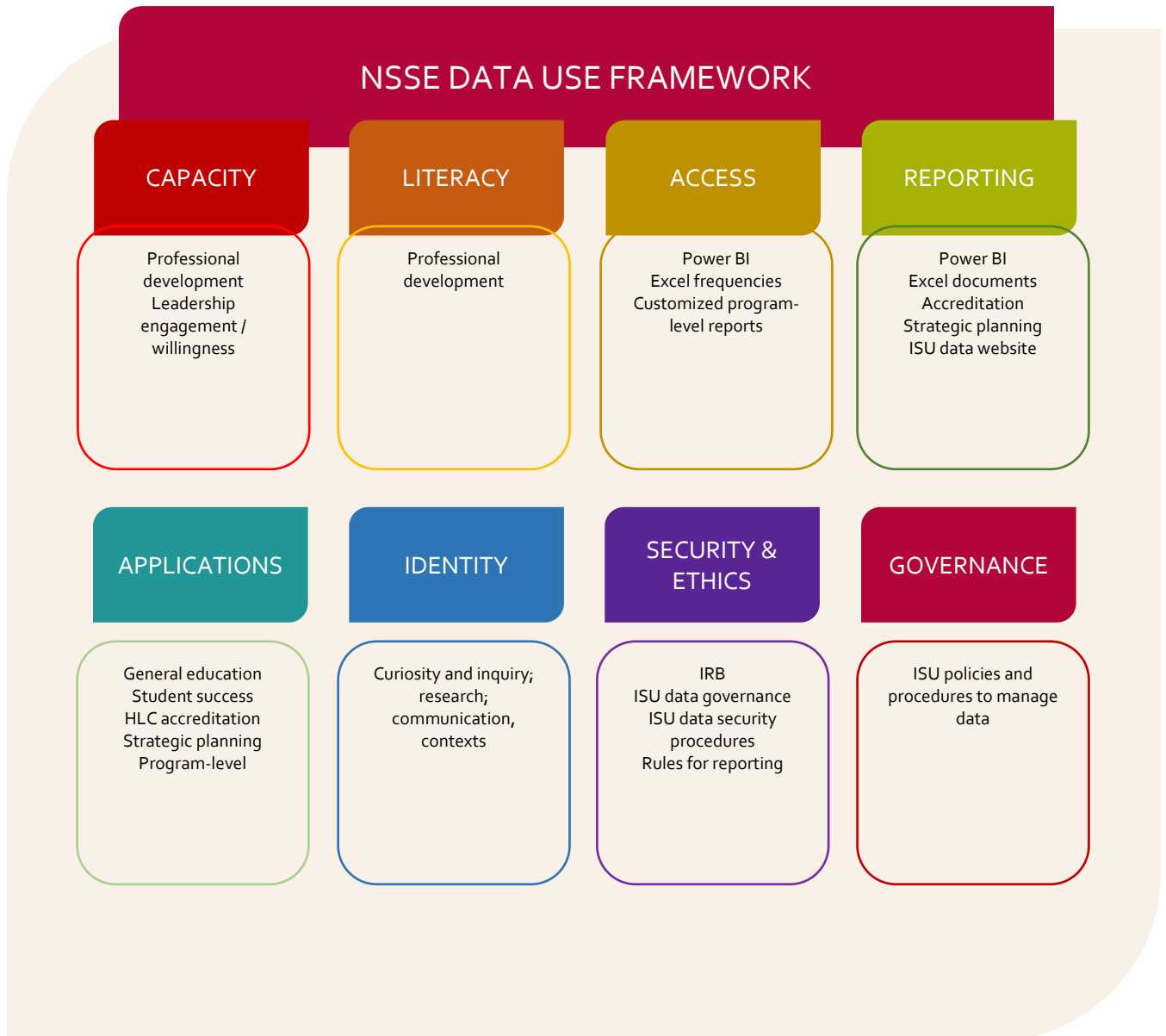
## Year 2. What? So what?



Last update: May 1, 2023



### Applying a Data-informed Decision Culture Framework to NSSE<sup>18</sup>



<sup>18</sup> Model based on Creating a data-informed decision culture through data literacy and capacity. Higher Learning Commission conference, D. Jones, March 2023

# University Assessment Services

## 2023 Annual Report & 2024 Strategic Plan

### Data Literacy

Definition: the ability to read, understand, and utilize data in different ways. It doesn't require an individual to be an expert—as a data scientist or analyst might be considered—but rather, to show an understanding of basic concepts.<sup>19</sup>

### NSSE Application

Elements	NSSE applications
Knowledge – what we know	Reporting
Mindset – what we think	Professional development
Habits – what we do	Integration into planning and organizational processes

### Data Capacity

Definition: the ability of an institution to produce information for decision making.

A more detailed definition: ECB involves the design and implementation of teaching and learning strategies to help individuals, groups, and organizations, learn about what constitutes effective, useful, and professional evaluation practice. The ultimate goal of ECB is sustainable evaluation practice—where members continuously ask questions that matter, collect, analyze, and interpret data, and use evaluation findings for decision-making and action. For evaluation practice to be sustained, participants must be provided with leadership support, incentives, resources, and opportunities to transfer their learning about evaluation to their everyday work. Sustainable evaluation practice also requires the development of systems, processes, policies, and plans that help embed evaluation work into the way the organization accomplishes its mission and strategic goals.<sup>20</sup>

### NSSE Application<sup>21</sup>

Elements	NSSE applications
Capacity to do <ul style="list-style-type: none"><li>- HR resources (people)</li><li>- Org resources (budget, infrastructure, etc.)</li><li>- Eval planning &amp; activity</li></ul>	Planning and data units (academic affairs assessment, student affairs assessment, EDA, PRPA)
Capacity to use <ul style="list-style-type: none"><li>- Eval literacy</li><li>- Decision-making infrastructure</li><li>- Learning benefits / outcomes</li></ul>	Integration into planning and organizational processes

<sup>19</sup> From Data literacy: An introduction for business, T. Stobierski, 2021.

<sup>20</sup> A multidisciplinary model of evaluation capacity building, American J. of Evaluation, H. Preskill & S. Boyle, 2008

<sup>21</sup> Model from Understanding dimensions of organizational evaluation capacity, American J. of Evaluation, I. Bourgeois & J. Cousins, 2013.

# University Assessment Services

2023 Annual Report & 2024 Strategic Plan

## Data Access

Definition: the ability to retrieve, modify, copy and move data from systems as an authorized user.<sup>22</sup>

### NSSE Application

Elements	NSSE applications
Retrieval	Power BI downloads Excel frequencies
Modification	Download options for users in spreadsheets

## Effective Reporting

Definition: the ability to provide data, information, and analysis for decision support. It involves an understanding of the data available to answer pressing questions about student access and success and institutional operations and the process by which previously unavailable data are collected.<sup>23</sup>

### NSSE Application

Elements	NSSE applications
Data for compliance & accreditation	HLC Consumer reporting
Data for improvement <ul style="list-style-type: none"><li>- Institution</li><li>- Program / unit</li></ul>	Canned reports for programs Item mapping

## Applications

Definition: The ability to see connections and apply a course of action on a clearly described issue. This includes a broad and shared understanding of what is needed from all those involved. Strategy and planning involves determining steps needed to address an issue and develop actions with a reasonable timeline, process and endorsement from leadership.<sup>24</sup>

### NSSE Application

Elements	NSSE applications
Highlighting decisions related to NSSE	Promotional campaign
Item mapping	Programs / units Gen ed Strategic planning
Research opportunities	Faculty Students
Communicating results	Unit presentations Report / publication Power BI

<sup>22</sup> From Talend, <https://www.talend.com/resources/what-is-data-access/>

<sup>23</sup> From Association for Institutional Research, Duties & functions, <https://www.airweb.org/ir-data-professional-overview/duties-and-functions-of-institutional-research>

<sup>24</sup> Adapted from You are a data person: Strategies for using analytics on campus, A. Parnell, 2021.

# University Assessment Services

2023 Annual Report & 2024 Strategic Plan

## Other Components

**Data governance:** Set of policies and procedures a campus uses to manage data.<sup>25</sup>

- NSSE application: ISU data governance procedures

**Data security:** The extent to which institutions manage sensitive and private information.<sup>26</sup>

- NSSE application: IRB process, data security procedures

## Application at the Individual Level: Data identify framework<sup>27</sup>

1. Curiosity and inquiry
2. Research and analysis
3. Communication and consultation
4. Campus context
5. Industry context

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<sup>25</sup> Adapted from You are a data person: Strategies for using analytics on campus, A. Parnell, 2021.

<sup>26</sup> Adapted from You are a data person: Strategies for using analytics on campus, A. Parnell, 2021.

<sup>27</sup> From You are a data person: Strategies for using analytics on campus, A. Parnell, 2021.

# University Assessment Services

2023 Annual Report & 2024 Strategic Plan

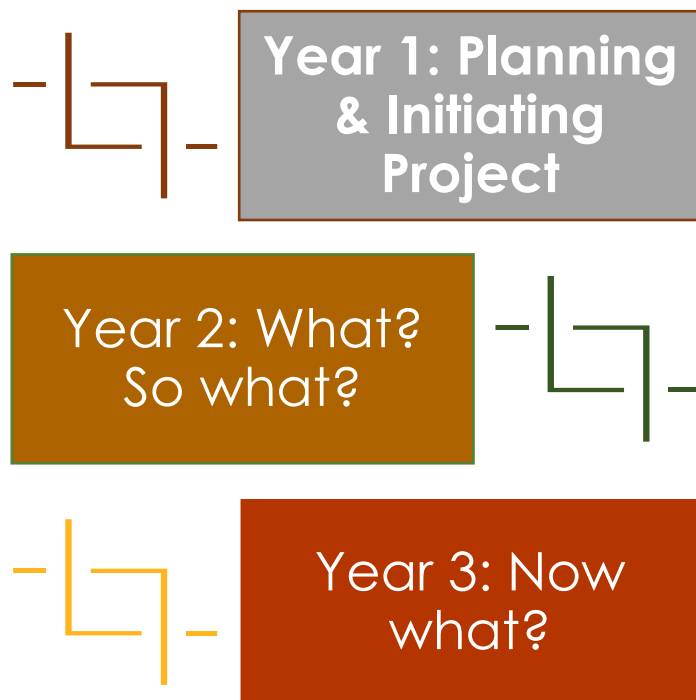
## Year 2 Timeline – Illustrative Purposes Only – Not Final

Timing	Use	People
2023 – August	Frequency reports on UAS website	R. Smith
2023 – August	Determine ISU status on Data-informed Decision Culture Framework	Data directors
2023 – October	Unit mapping	E. Thomas / R. Smith / Data directors
2023 – October	Build Power BI dashboard	R. Smith
2023 – November	Mapped reports to units	E. Thomas / R. Smith / Data directors
2023 – November	Decision about topical modules / off year surveys	Assoc. Provost team
2023 – November	HLC mapping	C. Cutting / R. Smith
2023 – November	Results presented to AAC	R. Smith
2023 – November	Finalize questions for analysis in 2024-25	Assoc. Provost team / Data directors / AAC
2023 – November	Gen ed mapping	R. Smith
2024 – January	Create predictive model	R. Smith
2024 – March	AAC analysis of qualitative question or area (sense of belonging, for example)	AAC
2024 – March	Professional development plan for using results	J. Friberg / R. Smith
2024 – April	Qualitative question analysis	R. Smith
2024 – April	Strategic planning mapping	Strategic planning team

Appendix E: NSSE Project Plan: Project Initiation, Year 1

# National Survey of Student Engagement (NSSE)

## Year 1. Planning & Initiating Project



Last update: April 30, 2023



### Project scope

Area	Questions	Scope	
<b>Year 1.</b> <b>Planning &amp; initiating project</b>	What are the goals? What are the deliverables? Who endorses the project? Who are the stakeholders? What is the budget? How can we empathize with students? Why should students participate in NSSE? How can we motivate students to participate? What is going to be done? How is it going to be done? How will we know when it's done?	Project goals UAS deliverables Executive endorsement Administration dates Recruitment & marketing Ethics & IRB	Budget Stakeholders Project team Survey instrument Population Purchasing
<b>Year 2.</b> <b>WHAT? SO WHAT? Data analysis</b>  See Year 3 document for details	Who will analyze the results? Where will the results be located? What are the results? What do the results mean? How do we incorporate equity principles? How will the results be categorized? Where can the results be mapped? Can the data be matched? What do we notice? What stories emerge from the data? What questions emerge from the data? What is working really well? What construals can be inferred? Can ISU create its own factors?	Power BI Item mapping Professional development	Frequency reports AAC analysis
<b>Year 3 (spring).</b> <b>NOW WHAT?</b>  See Year 3 document for details about planning & implementation	Where can the results be communicated? Who will receive the communications? Who will do the communicating? What improvements can be made? Are there alternative approaches? Who should the results not be shared with? Who is not interested in the results? What research opportunities exist for students, faculty and staff? What are the implications for ISU? What can be celebrated? What do we do well? What should be changed? What is surprising about the results? What specific programs or processes can be improved or celebrated?		
<b>YEAR 3. DEBRIEF</b>	What worked well? Why? What didn't? Why? What could we have done better? Should we administer NSSE or another survey in spring 2026?		

### Year 1. Planning & Initiating Project

#### Project Goals

- ✓ Problem statement:
  - Using evidence in student success is limited by 1) usable<sup>28</sup> evidence and 2) a lacking framework for institutional action. The following goals are targeted at addressing these issues:
- ✓ Provide evidence of student engagement for student success
  - Institution-level
  - Discipline-level
  - General education
- ✓ Provide evidence of student engagement for accreditation
- ✓ Use in professional development
- ✓ Design around student empathy<sup>29</sup>

#### Executive Endorsement

- ✓ Decision – A. Yazedjian [Provost unit]
- ✓ AVP Student Success – open as of 11/2022
- ✓ Assign NSSE interface / portal roles

#### Budget

Item	Budget
Instrument <sup>30</sup>	\$8,160 [\$8,460 - \$300 BCSSE discount]
Marketing & promotions	~ \$1,000
Incentives	~ \$5,000
<i>Total</i>	~ \$14,860

#### Stakeholders / Data Users

UAS deliverable	Stakeholders / Data Users
Item mapping, including frequency reports	Admissions: Morgan Johnson, Samantha Meranda U College: Wendi Whitman, Amy Roser General Education: Amy Hurd HLC: Ani Yazedjian, Cooper Cutting
Power BI access	See <a href="#">Appendix I. NSSE Power BI Access List</a>
Professional development	CIPD: Jen Friberg
Governance	Assessment Advisory Council
Faculty research	?

<sup>28</sup> Usable means varying levels of validity, reliability, access for faculty and staff, capacity, willingness to use, balance with compliance, etc.

<sup>29</sup> *Design Thinking in Student Affairs*, J. Allworth, et al., 2021.

<sup>30</sup> NSSE pricing: <https://nsse.indiana.edu/nsse/registration-pricing/pricing/index.html>

# University Assessment Services

## 2023 Annual Report & 2024 Strategic Plan

### Teams

#### Steering

- ✓ Project lead: R. Smith
- ✓ Executive sponsor: A. Yazedjian
- ✓ Administrative technologies: C. Birckelbaw
- ✓ Student success: open
- ✓ Student affairs sponsor: E. Thomas
- ✓ Project coordinator: R. Smith
- ✓ Admin: E. Shuck

#### Research Team

- ✓ Researchers/statisticians: C. Bruckner, R. Smith, E. Thomas
- ✓ Data archival and Power BI analytics: R. Smith
- ✓ BCCSE coordinator: Jim Cole, Indiana University

#### NSSE Administration (on NSSE interface)

- ✓ Researchers/statisticians: C. Bruckner, R. Smith, E. Thomas
- ✓ Data archival and Power BI analytics: R. Smith
- ✓ BCCSE coordinator: Jim Cole, Indiana University

#### U College Team / Advisory

- ✓ Brian Aitken
- ✓ Shatoya Black
- ✓ Corey Burgess (Preview)
- ✓ Jamillah Gilbert
- ✓ Lisa Lawless
- ✓ Amy Roser
- ✓ Wendi Whitman
- ✓ Keenan Wimbley

#### Marketing & Promotions

- ✓ Tracy Widergren
- ✓ Sean Thornton

#### Purchasing

- ✓ Ernie Olson
- ✓ Stacy Brown

#### Technology / AT / EDA

- ✓ EDA: Rachel Hart
- ✓ Web: Arturo Rameriz
- ✓ ReggieNet: Jim Gee
- ✓ ISU News: Jim Gee
- ✓ Tech Zone: Billy Holland
- ✓ Email: Arnold Caplinskas
- ✓ Security: Dan Taube
- ✓ AT: Carla Birckelbaw
- ✓ Registrar: Glory Stephenraj

#### IRB & Incentives

- ✓ Kathy Spence, IRB
- ✓ Ashley Katz, IRB
- ✓ Rachel Lawrence, Redbird Card office
- ✓ Barb Rexroat, Ethics

#### Admissions/Registrar

- ✓ Samantha Meranda, Transfer
- ✓ Sally Nadeau, Registrar
- ✓ Morgan Johnson, Transfer

#### Housing & Dining

- ✓ Hilary Campos

#### Thank yous

- ✓ Letter created – send on April 20

# University Assessment Services

## 2023 Annual Report & 2024 Strategic Plan

### Survey Instrument

- ✓ Decision about open ended question:
  - If you have any additional comments or feedback that you'd like to share on the quality of your educational experience, please enter them below.
  - What has been most satisfying about your experience so far at this institution, and what has been most disappointing?
  - Please describe the most significant learning experience you have had so far at this institution.
  - ✓ What one change would most improve the educational experience at this institution, and what one thing should not be changed? – 11/9/22 staff meeting
  - Customized ISU question.
- ✓ Topical module decision<sup>31</sup> - December 2
  - Academic advising
  - Career and workplace preparation
  - ✓ Civic engagement – waiting on purchasing as of 11/28/22
  - Development of transferrable skills
  - Experiences with online learning
  - Experiences with writing
  - First year experiences and senior transitions
  - Global learning
  - HIP quality
  - Inclusiveness and engagement with cultural diversity
  - Mental health and wellness – prioritize for 2023-24

### Population

- ✓ First-year
- ✓ Senior

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<sup>31</sup> NSSE topical modules, <https://nsse.indiana.edu/nsse/survey-instruments/topical-modules/index.html>

# University Assessment Services

## 2023 Annual Report & 2024 Strategic Plan

### Purchasing

- ✓ Review of participation agreement **before** registration<sup>32</sup>
  - Sent agreement to Emmalie for processing – 9/13
  - Submitted to purchasing – 9/14
- ✓ Write ISO statement – R. Smith
- ✓ Clarify fiscal year billing matters/payment calendar – E. Shuck
- ✓ Initiate PO – E. Shuck
- ✓ Submit payment – E. Shuck
  - Billed in late Feb., per NSSE interface (image below)

#### NSSE Fees

All fees will be billed in late February. Costs detailed prior to invoicing are approximations based on estimates of total undergraduate enrollment. Invoiced costs usually match estimated costs, but final billing is based on institutional confirmation of enrollment and sample size during the population file and sampling processes, which conclude in December.

Important: Please consult your procurement/finance office in advance of receipt of NSSE invoice to determine whether any special agreements are required by your campus to pay NSSE's invoice.

Registration Fee:	<b>\$300.00</b>
Administration Fee:	<b>\$8160.00</b>
NSSE Oversampling Fee:	<b>\$0.00</b>
Consortium Fee:	<b>\$0.00</b>
Optional module:	<b>\$0.00</b>
<b>Estimated total cost:</b>	<b>\$8460.00</b>

<sup>32</sup> NSSE purchase agreement, <https://nsse.indiana.edu/nsse/administering-nsse/terms-of-participation/index.html>

### Recruitment, Marketing & Incentives

#### Population File

- ✓ Download population file materials: instructions and template
- ✓ Data request – PRPA – 2022-11-4 / submitted return date of 11/28
- ✓ Population file returned to UAS
- ✓ Population file submitted to NSSE – due 12/2 – submitted 11/28/22 – see confirmation email from Alethia Russell, NSSE, 11/28/22
- ✓ Population file update: 2/28/2023 – update eligibility

**Population File**  
**Upload Status:** SUCCEEDED WITH SUGGESTED UPDATES (today at 10:07 AM)

**File Notes:**

- The following column(s) in your upload file will not be used: Enrollment2, FERPA, Plan.
- Please check your feedback file for suggested updates in the following column(s): firstname\_problem, lastname\_problem

**File Review:** [Click here to review minor issues](#) identified with your submitted file. Suggested changes will be marked within the feedback file. New columns with "PROBLEM" in their label (e.g., "ENROLLMENT\_PROBLEM") will appear adjacent to the column containing an error, and the specific errors will be marked in the cells adjacent to the values containing an error. Please update any information you wish to revise and resubmit your file. If no data needs correcting, no action is required.

Please note that opening CSV files in Microsoft Excel will not always display accented characters correctly. If your population file contained accents you may see odd characters when opening your CSV population file from NSSE's Institution Interface. The issue is with Excel's handling of CSV files only; to view the file accurately, right click on the file, and select a text editor (such as Notepad) to open the file.

First-year Students: 5,133  
Senior Students: 3,960  
Oversample Status: No oversample submitted  
Report Sample Status: No Report Sample submitted

#### Administration Dates

- ✓ Verify ISU Academic Calendar<sup>33</sup>
  - Classes begin: Monday, January 17, 2023
  - Spring vacation: Saturday, March 11 – Sunday, March 19, 2023
  - Last day of classes: Saturday, May 6, 2023
  - Survey closes May 14, 2023
  - Last day to complete the survey and be eligible for the incentive: **Sunday, April 16.**
- ✓ Determine administration start date: select a Wednesday starting with 3/1/23 through 4/12/23. **3/22/23 through May 1.**

<sup>33</sup> ISU academic calendar, <https://events.illinoisstate.edu/academic-calendar/#academic-calendar-tabs2>

# University Assessment Services

## 2023 Annual Report & 2024 Strategic Plan

### Academic Department Engagement Plan

- ✓ Engagement text – R. Smith
- ✓ Engagement fact sheet – incl. BCSSE results – R. Smith
- ✓ Engagement – PPT slide – with UMC proof on 1/30/23
- ✓ Announcement schedule
  - Chairs – English and Communications
  - ~~Gen ed review task force~~
  - AAC
  - Student affairs

### Branding

- ✓ Branded image – 'NESSIE' monster theme – proof available from UMC by 1/30/23
- ✓ Digital images – proof on 1/30/23 – final products on 3/1/23
- ✓ Posters – proof on 1/30/23 – final products on 3/1/23
- ✓ Proof delivered on 2/2/23
- ✓ Verify housing logo on proofs.

### Recruitment<sup>34</sup>

#### Email dates - submitted to NSSE portal on 12/2/22

- ✓ Message 1: Wednesday, March 22
- ✓ Message 2: Tuesday, March 28
- ✓ Message 3: Monday, April 3
- ✓ Message 4: Thursday, April 6
- ✓ Message 5: Tuesday, April 11
- ✓ Alert Carla B. in AT about upcoming NSSE administration – emailed on 1/24/23
- ✓ Survey closes May 14.
- ✓ Last incentive day: April 16.

### Online

- ✓ First year Redbirds
- ~~✓ Social media – check with Tyler in UMC~~
- ~~✓ TikTok video – follow up with UMC~~
- ~~✓ My Ilistu – not an option, according to AT~~
- ~~✓ LMS (see below) – not historically an option, according to AT~~
- ✓ J. Gee writing ReggieNet alert

### Housing

- ✓ Posting policy<sup>35</sup>
- ✓ Contact: Hilary Campos
  - ✓ Contacted 3/1/23 – drop off posters on 3/6

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<sup>34</sup> NSSE IRB approved promotions, <https://nsse.indiana.edu/nsse/administering-nsse/irb-approved-promotional-text/encouraging-participation-in-nsse-using-nsse-irb-approved-promotional-text.html>

<sup>35</sup> [https://deanofstudents.illinoisstate.edu/involvement/organizations/event\\_planning/posting/2019-2020%20Memo.pdf](https://deanofstudents.illinoisstate.edu/involvement/organizations/event_planning/posting/2019-2020%20Memo.pdf)

# University Assessment Services

## 2023 Annual Report & 2024 Strategic Plan

### First Year Courses

- ✓ Emailed Wendi Whitman – 3/1/23 – responded to first year coordinators

### Digital signs

- ✓ Milner<sup>36</sup> - 2 weeks prior to posting – request to [milnerevents@ilstu.edu](mailto:milnerevents@ilstu.edu) – submitted request 3/1/23.
- ✓ Residence halls / Dining – contacted H. Campos – 3/1/23 – approved by H. Campos
- ✓ Rec Center – called Curren O’Connell – 3/1/23 – left message
- ✓ Student Involvement Center<sup>37</sup> - form submitted 3/1/23
- ✓ Student Health Services – ended digital displays after COVID – technology not working – per L. Frey 3/1/23 – drop off posters

### Posters

- ✓ Residence halls / Dining – deliver signs to H. Campos – residential life building
- ✓ Student Health Services – deliver signs to L. Frey
- ✓ Halls with heavy FY traffic – Stevenson, Fell, Schroeder – public poster opportunities
- ✓ U College – emailed Wendi Whitman – 3/1/23
- ✓ Honors ?

### News story

- ✓ Write news story
- ✓ Get quote from Provost office
- ✓ Publish news story
- ✓ Media Relations update / report / faculty-staff newsletter

### LMS integration

- ✓ ~~Download LMS materials<sup>38</sup> – not an option at ISU~~
- ✓ Review examples from other universities – see [Appendix J](#)
- ✓ ReggieNet message – Jim Gee

### Myllstu

- ✓ Announcement – send directly to Arturo Ramirez – emailed 3/2/23
  - *Title:* Tell us about your ISU experiences with the NSSE survey
  - *Text:* First year and senior students: check your email starting March 22. Participants will be entered into a random drawing for one of three iPad Pros, one of three Oculus Quests and one of 50 \$20 Amazon gift cards.
  - *Date range:* March 22-31 (or shorter)
  - *Target population:* first-year students and seniors

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<sup>36</sup> <https://library.illinoisstate.edu/about/policies/signage/>

<sup>37</sup> Digital sign form, [https://forms.illinoisstate.edu/forms/sic\\_marketing\\_opportunities](https://forms.illinoisstate.edu/forms/sic_marketing_opportunities)

<sup>38</sup> Using student portal & learning management systems for NSSE, <https://websurv.indiana.edu/NSSE/interface/rlsmith%4oilstu.edu/1445813/img/Portal%2oLMS%2oOne%2oSheet.pdf>; Information about NSSE survey links for use in portals/LMS, <https://websurv.indiana.edu/NSSE/interface/rlsmith%4oilstu.edu/1445813/img/Survey%2oLink%2oInfo%2oSheet.pdf>



# University Assessment Services

## 2023 Annual Report & 2024 Strategic Plan

### Redbird Bot

- ✓ Announcement – Sally Nadeau – emailed 3/2/23
- ✓ *Title:* Tell us about your ISU experiences with the NSSE survey
- ✓ *Text:* First year and senior students: check your email starting March 22. Participants will be entered into a random drawing for one of three iPad Pros, one of three Oculus Quests and one of 50 \$20 Amazon gift cards.
- ✓ *Date range:* March 22-31 (or shorter)
- ✓ *Target population:* first-year students and seniors
- ✓ Tell us about your ISU experience by taking the NSSE survey in your email by April 16. Data will improve ISU. Select students will be eligible for prizes 😊!

### Ask Text

Dear: \_\_\_\_\_

I work in the university assessment office and coordinate institutional surveys and program evaluations in academic affairs.

ISU is conducting the National Survey of Student Engagement (NSSE) starting March 22. ISU uses the [results](#) to improve academic / co-curricular experiences and inform student success and general education. The NSSE instrument is administered to first-year and senior students only. We will also use the results for our upcoming HLC reaccreditation in fall 2024. Students have until April 16 to complete for the incentive and it closes May 14.

There are incentives: gift cards, Oculus Quests, and iPad pros. More information is in the fact sheet.

- *Title:* Tell us about your ISU experiences with the NSSE survey
- *Text:* First year and senior students: check your email starting March 22. Participants will be entered into a random drawing for one of three iPad Pros, one of three Oculus Quests and one of 50 \$20 Amazon gift cards.
- *Date range:* March 22-31 (or shorter)
- *Target population:* first-year students and seniors

If you think any of the text above should be changed, be my guest. Based on past experience, a majority of students will have completed the NSSE in the first week or so. I have a range of March 22-30, but it can be shorter.

# University Assessment Services

2023 Annual Report & 2024 Strategic Plan

## Dean Message – sent March 14, 2023

Dear: \_\_\_\_\_

I am the director of university assessment services at ISU. Our office coordinates institutional surveys and program evaluations in academic affairs.

ISU is conducting the National Survey of Student Engagement (NSSE) starting March 22. Cooper Cutting announced the project at a recent Dean's meeting.

We are asking colleges to inform faculty, staff and students about the survey administration. We attached the following documents:

- ü Faculty/staff NSSE information sheet
- ü PPT / OS slide
- ü Digital display for your college (if available or applicable)

ISU uses the results to improve academic / co-curricular experiences, inform student success and improve general education. Responses can be disaggregated at the college, department and program levels, depending on response rates. Results will also be used for ISU's reaccreditation process through the Higher Learning Commission (HLC) in 2024-25. The NSSE instrument is administered to first-year and senior students only. It is coordinated by the Center for Postsecondary Research at Indiana University. Students have until April 16 to complete for the incentive. The survey officially closes May 14.

Feel free to contact me for more details. Thank you for supporting this project.

\*\*\*\*\*

List - <https://provost.illinoisstate.edu/resources/cd-handbook/ChairsPictorialDirectory08-2022.pdf>

Subject - NSSE announcement and materials

- ✓ CAS – Heather Dillaway – [hedilla@ilstu.edu](mailto:hedilla@ilstu.edu)
- ✓ COB – Ajay Samant - [asamant@ilstu.edu](mailto:asamant@ilstu.edu)
- ✓ CAST – Todd McLoda – [tamclod@ilstu.edu](mailto:tamclod@ilstu.edu)
- ✓ COE – Francis Godwyll – [fegodwy@ilstu.edu](mailto:fegodwy@ilstu.edu)
- ✓ WKCFA – Jean Miller – [jmmills@ilstu.edu](mailto:jmmills@ilstu.edu)
- ✓ MCN – Judy Neubrandner – [jlneubr@ilstu.edu](mailto:jlneubr@ilstu.edu)
- ✓ Milner – Dallas Long – [dlong@ilstu.edu](mailto:dlong@ilstu.edu)

# University Assessment Services

## 2023 Annual Report & 2024 Strategic Plan

### Messages

- ✓ Determine signatory – Amy Hurd
- ✓ Download messages from NSSE interface
- ✓ Add GDPR language to messages.<sup>39</sup> NSSE generally does not direct its services to individuals in the European Union, and as a result, does not treat personal data from survey respondents as subject to the EU's GDPR policies.

### Incentives<sup>40</sup>

Incentives	Amount
Gift card – amazon	50 @ \$20 = \$1,000
Tablets	3 @ iPad pro - \$750 = \$2,250
Oculus Quest	3 @ Quest 2 - \$400 = \$1,200
Total budget	\$4,450

- ✓ Incentive answer –submitted to NSSE portal on 12/2/22
- ✓ Verify incentive paperwork – B. Rexroat
- ✓ Contact tech zone about incentives
- ✓ Verify availability of incentives – B. Holland – emailed 2/6/23 – confirmed on same day
- ✓ Submit incentive order
- ✓ Submit incentive paperwork
  - ✓ Add to Outlook as reminder (April 15)
- ✓ Randomly select winners
- ✓ Distribute incentives

**Incentive**  
Do you plan to offer an incentive to students? For additional information about incentives, see NSSE's [Survey Incentive FAQ](#). **Incentives must be finalized by December 2.**

No, we do not plan to offer an incentive

Yes, a guaranteed monetary prize for all participants

Yes, a guaranteed non-monetary prize for all participants

Yes, a drawing for a cash prize

Yes, a drawing for gift cards (e.g., Amazon.com, campus bookstore)

Yes, a drawing for an iPad, iPod, or other tech device

Yes, a drawing for multiple incentives listed above

Yes, a drawing for other types of incentives not listed above

**Incentive**

The following is the incentive paragraph that will appear in the messages to your students. NSSE staff will review and approve all incentive language, and will insert incentive text into your recruitment messages. Incentives are repeated exactly in all five messages; incentive language cannot be customized per individual recruitment message. If you decide to include a deadline that students must complete the survey by in order to qualify for the incentive, make sure that the date occurs after your last recruitment message is sent. If you want to use an earlier deadline, you may, but please note that message text cannot be edited during data collection so think carefully about whether you definitely want an incentive deadline that occurs before all emails are sent to your students.

In appreciation for participating, students who complete the survey by Sunday, April 16, 2023 will be automatically entered in a random drawing to win 1 of 3 iPad Pros worth approximately \$750 each, 1 of 3 Oculus Quest 2s worth approximately \$400, or 1 of 50 \$20 Amazon gift cards. Your chances of winning depend on how many complete the survey; the last time we administered this survey about 666 students responded.

Incentive complete: click "Edit" if revisions are needed.

<sup>39</sup> Note on GDPR from Indiana University general counsel: "NSSE generally does not direct its services to individuals in the European Union, and as a result, does not treat personal data from survey respondents as subject to the EU's General Data Protection Regulation (the "GDPR"). If an institutional contact (Campus Project Manager) wishes NSSE to survey a student population located in the European Union and/or serve as a processor under the GDPR, the request should be directed to the relevant NSSE Project Services team. NSSE may be able to comply with the GDPR in such a case, but additional procedures will be required, and NSSE may need to charge additional fees. For more information visit IU's website dedicated to GDPR." See: <https://nsse.indiana.edu/nsse/administering-nsse/data-security/index.html> and <https://informationsecurity.iu.edu/protect-data/gdpr.html> for more information.

<sup>40</sup> See University Funds for Research Participants for guidelines, <https://research.illinoisstate.edu/ethics/human-subjects/payments/university/>

# University Assessment Services

## 2023 Annual Report & 2024 Strategic Plan

### Ethics & IRB

#### IRB

**Note: NSSE / BCSSE no longer need separate IRB submissions. From now on, the IRB protocol will be approved in perpetuity with modifications for separate administrations. See email from A. Katz, RSP to R. Smith, 2/15/2023**

- ✓ Verify need for IRB – yes, 11/9/22 staff meeting
- ✓ Download Indiana IRB documents
  - Informed consent<sup>41</sup>
  - Indiana protocol<sup>42</sup>
  - NSSE instrument
  - Recruitment messages/script
  - Advertising/Promotional materials
- ✓ IRB PIs: R. Smith
- ✓ Research team: D. Meyers, E. Shuck, E. Thomas, C. Bruckner
- ✓ CITI certificates:
  - ✓ E. Shuck
  - ✓ E. Thomas
  - ✓ C. Bruckner
- ✓ EDI individuals for matching
- ✓ Create IRB – Cayuse. IRB #: 2022-418
- ✓ Incentive language: (Compensation)
  -
- ✓ IRB to do list:
  - Attach email
  - Attach branded image
  - Attach consent form
  - ✓ Attach instrument
  - ✓ Attach civic engagement message
- ✓ Submit IRB

#### GDRP Language

- ✓ Verify language

#### Minors Activity Compliance Committee (MACC)

- ✓ Verify compliance – not necessary unless personally interacting with participants

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<sup>41</sup> NSSE informed consent, <https://nsse.indiana.edu/nsse/survey-instruments/index.html>

<sup>42</sup> NSSE protocol, <https://nsse.indiana.edu/nsse/administering-nsse/terms-of-participation/index.html>

# University Assessment Services

## 2023 Annual Report & 2024 Strategic Plan

### Appendix A. Instrument & Consent Form

NSSE 2022 U.S. English Version | Copyright © 2022 Trustees of Indiana University

**1. During the current school year, about how often have you done the following?**

- Response options: Very often, Often, Sometimes, Never
- a. Asked questions or contributed to course discussions in other ways
- b. Asked another student to help you understand course material
- c. Explained course material to one or more students
- d. Prepared for exams by discussing or working through course material with other students
- e. Worked with other students on course projects or assignments
- f. Given a course presentation

**2. During the current school year, about how often have you done the following?**

- Response options: Very often, Often, Sometimes, Never
- a. Combined ideas from different courses when completing assignments
- b. Connected your learning to societal problems or issues
- c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- d. Examined the strengths and weaknesses of your own views on a topic or issue
- e. Tried to better understand someone else's views by imagining how an issue looks from their perspective
- f. Learned something that changed the way you understand an issue or concept
- g. Connected ideas from your courses to your prior experiences and knowledge

**3. During the current school year, about how often have you done the following?**

- Response options: Very often, Often, Sometimes, Never
- a. Talked about career plans with a faculty member
- b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
- c. Discussed course topics, ideas, or concepts with a faculty member outside of class
- d. Discussed your academic performance with a faculty member

**4. During the current school year, how much has your coursework emphasized the following?**

- Response options: Very much, Quite a bit, Some, Very little
- a. Memorizing course material
- b. Applying facts, theories, or methods to practical problems or new situations
- c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- d. Evaluating a point of view, decision, or information source
- e. Forming a new idea or understanding from various pieces of information

**5. During the current school year, to what extent have your instructors done the following?**

- Response options: Very much, Quite a bit, Some, Very little
- a. Clearly explained course goals and requirements
- b. Taught course sessions in an organized way
- c. Used examples or illustrations to explain difficult points
- d. Provided feedback on a draft or work in progress
- e. Provided prompt and detailed feedback on tests or completed assignments
- f. Explained in advance the criteria for successfully completing your assignments
- g. Reviewed and summarized key ideas or concepts
- h. Taught in a way that aligns with how you prefer to learn
- i. Enabled you to demonstrate your learning through quizzes, assignments, and other activities

**6. During the current school year, about how often have you done the following?**

- Response options: Very often, Often, Sometimes, Never
- a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- c. Evaluated what others have concluded from numerical information

# University Assessment Services

## 2023 Annual Report & 2024 Strategic Plan

**7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)**

- Response options: None, 1-2, 3-5, 6-10, 11-15, 16-20, More than 20 papers
- a. Up to 5 pages
- b. Between 6 and 10 pages
- c. 11 pages or more

**8. During the current school year, about how often have you had discussions with people from the following groups?**

- Response options: Very often, Often, Sometimes, Never
- a. People of a race or ethnicity other than your own
- b. People from an economic background other than your own
- c. People with religious beliefs other than your own
- d. People with political views other than your own
- e. People with a sexual orientation other than your own
- f. People from a country other than your own

**9. During the current school year, about how often have you done the following?**

- Response options: Very often, Often, Sometimes, Never
- a. Identified key information from reading assignments
- b. Reviewed your notes after class
- c. Summarized what you learned in class or from course materials

**10. During the current school year, to what extent have your courses challenged you to do your best work?**

- Response options: 1=Not at all to 7=Very much

**11. Which of the following have you done while in college or do you plan to do before you graduate?**

- Response options: Done or in progress, Plan to do, Do not plan to do, Have not decided
- a. Participate in an internship, co-op, field experience, student teaching, or clinical placement
- b. Hold a formal leadership role in a student organization or group
- c. Participate in a learning community or some other formal program where groups of students take two or more classes together
- d. Participate in a study abroad program
- e. Work with a faculty member on a research project
- f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)

**12. About how many of your courses at this institution have included a community-based project (service-learning)?**

- Response options: All, Most, Some, None

**13. Indicate the quality of your interactions with the following people at your institution.**

- Response options: 1=Poor to 7=Excellent, Not Applicable
- a. Students
- b. Academic advisors
- c. Faculty
- d. Student services staff (career services, student activities, housing, etc.)
- e. Other administrative staff and offices (registrar, financial aid, etc.)

**14. How much does your institution emphasize the following?**

- Response options: Very much, Quite a bit, Some, Very little
- a. Spending significant amounts of time studying and on academic work
- b. Providing support to help students succeed academically
- c. Using learning support services (tutoring services, writing center, etc.)
- d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- e. Providing opportunities to be involved socially
- f. Providing support for your overall well-being (recreation, health care, counseling, etc.)
- g. Helping you manage your non-academic responsibilities (work, family, etc.)
- h. Attending campus activities and events (performing arts, athletic events, etc.)
- i. Attending events that address important social, economic, or political issues

# University Assessment Services

## 2023 Annual Report & 2024 Strategic Plan

### 15. To what extent do you agree or disagree with the following statements?

- Response options: Strongly agree, Agree, Disagree, Strongly Disagree
- a. I feel comfortable being myself at this institution.
- b. I feel valued by this institution.
- c. I feel like part of the community at this institution.

### 16. About how many hours do you spend in a typical 7-day week doing the following?

- Response options: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, More than 30 (Hours per week)
- a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
- b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
- c. Working for pay **on campus**
- d. Working for pay **off campus**
- e. Doing community service or volunteer work
- f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)
- g. Providing care for dependents (children, parents, etc.)
- h. Commuting to campus (driving, walking, etc.)

### 17. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?

- Response options: Very little, Some, About half, Most, Almost all

### 18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

- Response options: Very much, Quite a bit, Some, Very little
- a. Writing clearly and effectively
- b. Speaking clearly and effectively
- c. Thinking critically and analytically
- d. Analyzing numerical and statistical information
- e. Acquiring job- or work-related knowledge and skills
- f. Working effectively with others
- g. Developing or clarifying a personal code of values and ethics
- h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)
- i. Solving complex real-world problems
- j. Being an informed and active citizen

### 19. How would you evaluate your entire educational experience at this institution?

- Response options: Excellent, Good, Fair, Poor

### 20. If you could start over again, would you go to the same institution you are now attending?

- Response options: Definitely yes, Probably yes, Probably no, Definitely no

### 21. Do you intend to return to this institution next year? [Only non-seniors receive this question]

- Response options: Yes, No, Not sure

### 22. To what extent have the faculty and staff at your institution done a good job helping students adapt to the changes brought on by the COVID-19 pandemic?

- Response options: Very much, Quite a bit, Some, Very little

### 23a. How many majors do you plan to complete? (Do not count minors.)

- Response options: One, More than one

### 23b. [If answered "One"] Please enter your major or expected major: [Text box]

### 23c. [If answered "More than one"] Please enter up to two majors or expected majors (do not enter minors): [Text box]

### 24. What is your class level?

- Response options: Freshman/first-year, Sophomore, Junior, Senior, Unclassified

# University Assessment Services

## 2023 Annual Report & 2024 Strategic Plan

**25. What types of courses have you taken at this institution this current school year?**

- Response options: Mostly in-person courses, Mostly remote courses (online, web-based, Zoom, etc.), Mostly hybrid or blended courses that combine in-person and remote instruction, A balanced mix of the above course types

**26. What have most of your grades been up to now at this institution?**

- Response options: A, A-, B+, B, B-, C+, C, C- or lower

**27. Did you begin college at this institution or elsewhere?**

Response options: Started here, Started elsewhere

**28. Since graduating from high school, which of the following types of schools have you attended other than the one you are now attending? (Select all that apply.)**

- Response options: Vocational or technical school, Community or junior college, 4-year college or university other than this one, None, Other

**29. What is the highest level of education you ever expect to complete?**

- Response options: Some college but less than a bachelor's degree, Bachelor's degree (B.A., B.S., etc.), Master's degree (M.A., M.S., etc.), Doctoral or professional degree (Ph.D., J.D., M.D., etc.)

**30. What is the highest level of education completed by either of your parents (or those who raised you)?**

- Response options: Did not finish high school, High school diploma or G.E.D., Attended college but did not complete degree, Associate's degree (A.A., A.S., etc.), Bachelor's degree (B.A., B.S., etc.), Master's degree (M.A., M.S., etc.), Doctoral or professional degree (Ph.D., J.D., M.D., etc.)

**31. What is your gender identity?**

- Response options: Man; Woman; Another gender identity, please specify: \_\_ ; I prefer not to respond

**32a. Are you an international student?**

- Response options: Yes, No

**32b. [If answered "yes"] What is your country of citizenship?**

**33. How would you describe yourself? (Select all that apply.)**

- Response options: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latina/o, Middle Eastern or North African, Native Hawaiian or Other Pacific Islander, White, Another race or ethnicity, I prefer not to respond

**34. Are you a member of a social fraternity or sorority?**

- Response options: Yes, No

**35. Which of the following best describes where you are living while attending college?**

- Response options: Campus housing (other than a fraternity or sorority house), Fraternity or sorority house, House, apartment, or other residence **within walking distance** to campus, House, apartment, or other residence **farther than walking distance** to campus, Not applicable: No campus, entirely online program, etc., Not applicable: Homeless or in transition

**36. Are you a student-athlete on a team sponsored by your institution's athletics department?**

- Response options: Yes, No

**37. Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?**

- Response options: Yes, No



# University Assessment Services

## 2023 Annual Report & 2024 Strategic Plan

**38a. Do you have a disability or condition that impacts your learning, working, or living activities?**

- Response options: Yes, No, I prefer not to respond

**38b. [If answered "yes"] Which of the following impacts your learning, working, or living activities? (Select all that apply.)**

- Response options: **Sensory disability:** Blind or low vision; Deaf or hard of hearing **Physical disability:** Mobility condition that affects walking; Mobility condition that does not affect walking; Speech or communication disorder; Traumatic or acquired brain injury (TBI); **Mental health or developmental disability:** Anxiety; Attention deficit or hyperactivity disorder (ADD or ADHD); Autism spectrum; Depression; Post-Traumatic Stress Disorder (PTSD); Another mental health or developmental disability (schizophrenia, eating disorder, etc.) **Another disability or condition:** Chronic medical condition (asthma, diabetes, Crohn's disease, etc.); Learning disability; Intellectual disability; Disability or condition not listed

**39. Which of the following best describes your sexual orientation?**

- Response options: Straight (heterosexual); Bisexual; Gay; Lesbian; Queer; Questioning or unsure; Another sexual orientation, please specify: \_\_; I prefer not to respond

**40. Prompt for Open-Ended Comments (Institutions select one of four questions for the end of the NSSE questionnaire or writes their own question.)**

- If you have any additional comments or feedback that you'd like to share on the quality of your educational experience, please enter them below.
- What has been most satisfying about your experience so far at this institution, and what has been most disappointing?
- Please describe the most significant learning experience you have had so far at this institution.
- What one change would most improve the educational experience at this institution, and what one thing should not be changed?
- ISU custom question.

# University Assessment Services

## 2023 Annual Report & 2024 Strategic Plan

### Consent Form

#### WHAT THIS SURVEY IS ABOUT

You are invited to answer a series of questions about your college experiences by completing the National Survey of Student Engagement (NSSE). Information from this survey is used by faculty and administrators at your school to improve the undergraduate experience and by other higher education leaders and researchers.

After reading the information on this page, if you agree to take part in this survey, click the "Proceed to the Survey" button below.



#### SURVEY PARTICIPANTS

Survey participants are primarily first-year and senior bachelor's degree-seeking students at your school as well as other colleges and universities.

#### TAKING THE SURVEY

The survey asks you about your college experiences, how you spend your time, what you have gained from college, and your interactions with peers, faculty, and others. Filling out the questionnaire takes about [fills.timeEstimate] minutes. Your participation is completely voluntary. Declining participation or not completing the survey will not result in any penalty or loss of benefits.

#### SURVEY PARTNERS

This survey is conducted in a partnership between your school and the Indiana University Center for Postsecondary Research. The Center will send your survey responses to your school for institutional assessment, improvement, and research.

#### CONFIDENTIALITY

Your school and the Center will make every effort to keep your responses confidential, although absolute confidentiality cannot be guaranteed. Neither your college nor the Center will make any public release of information associated with your name while using survey results and related student records for their intended purpose (to improve the college experience and conduct research), but personally identifiable responses may be inspected by college and government organizations when required by law.

#### FURTHER INFORMATION

If you have any questions at any time about the study or the procedures, you may contact the National Survey of Student Engagement at [nsse@indiana.edu](mailto:nsse@indiana.edu) or by calling 812-856-5824.

For questions about your rights as a research participant or to discuss problems, complaints, or concerns about a research study, or to obtain information or offer input, contact the Indiana University Human Subjects Office by phone at 812-856-4242 or by email at [irb@iu.edu](mailto:irb@iu.edu).

[Proceed to the Survey](#)

[I Decline to Participate](#)

IRB Approval Date: April 10, 2018 | Study #0709000079

[Contact Us](#)

[Frequently Asked Questions](#)

# University Assessment Services

2023 Annual Report & 2024 Strategic Plan

## Appendix B. Branded Image

**TIME FOR NSSE**


**OPENS MARCH 22**

ILLINOIS STATE UNIVERSITY


First-year and senior students: tell us about your interactions with faculty, involvement in campus activities, and perceptions of learning and belonging by taking the NSSE survey\*.


Those who participate by April 16 will be entered to win prizes.

A \$20 Amazon gift card (50 awarded) | An iPad Pro (3 awarded) | An Oculus Quest (3 awarded)

 Check your [ilstu.edu](mailto:ilstu.edu) email to find the survey link.

Survey closes on May xx.  
\*Survey only open to first-year students and seniors.

 national survey of student engagement

 ILLINOIS STATE UNIVERSITY  
Illinois' first public university

This document is available in alternative formats upon request by contacting the Office of Student Research at (309) 438-0787.  
An equal opportunity/affirmative action university encouraging diversity • 23-23780 printed on recycled paper

## Appendix C. Faculty / Staff NSSE Info Sheet

A graphic for the NSSE survey. It features a teal background with a large, dark teal silhouette of a dinosaur's head and neck on the right side. The text "TIME FOR NSSE" is written in large, bold, dark teal letters with a distressed texture. Below it, a dark teal banner with white text says "OPENS MARCH 22". At the bottom, there is a white box with red text containing the announcement and guidelines.

**ISU is administering the NSSE survey in spring 2023**

You can create awareness of the NSSE by sharing the presentation slide in your class and encouraging students to check their email for the NSSE starting **March 22** through **April 16**. Please read the guidelines below.

The National Survey of Student Engagement ("NESSIE") measures student engagement. It asks students to report what they have learned, interactions with faculty and staff and sense of belonging.

### GUIDELINES

- The NSSE is **optional** – students do not have to complete the NSSE and can opt out at any time.
- Students are **not required** to complete the NSSE as part of their academic work.
- Instructors **do not** have access to identifiable survey responses.
- Responses to NSSE are **confidential** and only shared in summary formats.

The [NSSE survey](#) is administered by the Indiana University Center for Postsecondary Research. 469 colleges and universities participated in NSSE in 2022. Nearly 1,700 colleges and universities have participated in NSSE since 2000. Contact Ryan Smith, Director of University Assessment Services, [rsmith@iutv.edu](mailto:rsmith@iutv.edu)

### HOW NSSE RESULTS ARE USED

- Improving curricular & co-curricular student experiences.
- Departmental and program reports.\*
- Mapping results to general education and strategic planning.
- Faculty & student research opportunities.
- Qualitative analysis of open-ended question.
- Accreditation and reporting.
- Historical NSSE results available [online](#).

\*Depending on the number of responses

# University Assessment Services

2023 Annual Report & 2024 Strategic Plan

## Appendix D. NSSE Slide

PPT

**TIME FOR NSSE**  
OPENS MARCH 22

Your voice matters! If you're a senior or first-year student, take the National Survey of Student Engagement between March 22 and April 16 and you'll be entered into a drawing for:

- One of 50 \$20 gift cards.
- One of 3 iPad Pros
- One of 3 Oculus Quests

Check your e-mail starting March 22.

NSSE results are used to improve your college experience.

The NSSE is **optional** – students do not have to complete the NSSE and can opt out at any time.

Students are **not required** to complete the NSSE as part of their academic work.

Instructors **do not** have access to identifiable survey responses.

Responses to NSSE are **confidential** and only shared in summary formats.

The [NSSE survey](#) is administered by the Indiana University Center for Postsecondary Research. 469 colleges and universities participated in NSSE in 2022. Nearly 1,700 colleges and universities have participated in NSSE since 2000. Contact Ryan Smith, Director of University Assessment Services, [rsmith@ilstu.edu](mailto:rsmith@ilstu.edu)

Keynote

**TIME FOR NSSE**  
OPENS MARCH 22

Your voice matters! If you're a senior or first-year student, take the National Survey of Student Engagement between March 22 and April 16 and you'll be entered into a drawing for:

- One of 50 \$20 gift cards.
- One of 3 iPad Pros
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Check your e-mail starting March 22.

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### Appendix E. News Story

#### NSSE Spotted! First-year students and seniors are invited to take the NSSE Survey in March

Illinois State University wants to improve your educational experience, and you can help by completing the National Survey of Student Engagement (NSSE).

All first-year and senior students who complete the NSSE survey by April 16, 2023 will be entered into a drawing for one of 50 \$20 Amazon gift cards, one of three iPad Minis and one of three Oculus Quests.

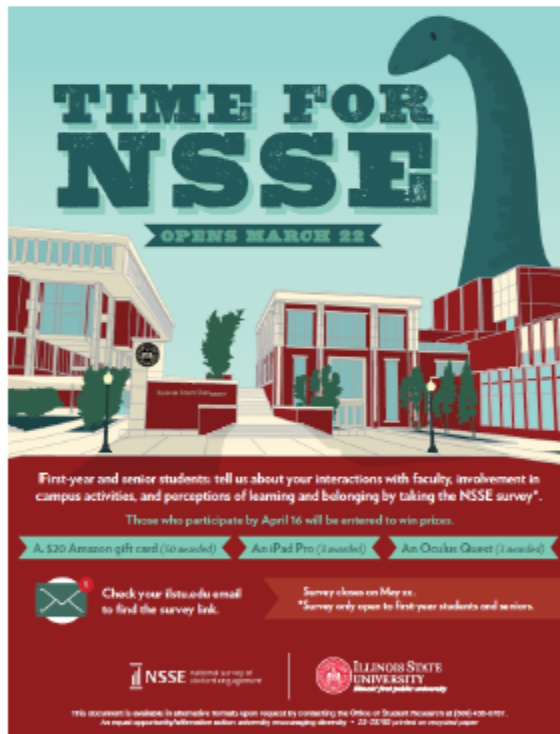
"Survey results will be used to improve student academic and co-curricular experiences," said Dr. Amy Hurd, associate vice president for undergraduate education and professor in the School of Kinesiology & Recreation. "Gathering student feedback about what they have learned during their time at ISU, their sense of belonging, and how they spend their time is critical in planning and implementing student success initiatives."

NSSE results will be provided to academic departments, depending on response rates. Results will also inform general education, strategic planning and accreditation.

There could also be research opportunities for faculty, staff and undergraduates using NSSE data. "Assessment research is designed to be used," said Ryan Smith, director of university assessment services. "We encourage faculty and staff to use NSSE results to build on strengths in their programs and answers questions they have about student success."

ISU first-year and senior students should look for an email from Dr. Amy Hurd starting March 22. In order to be eligible for one of the incentives, students need to complete the NSSE survey by April 16.

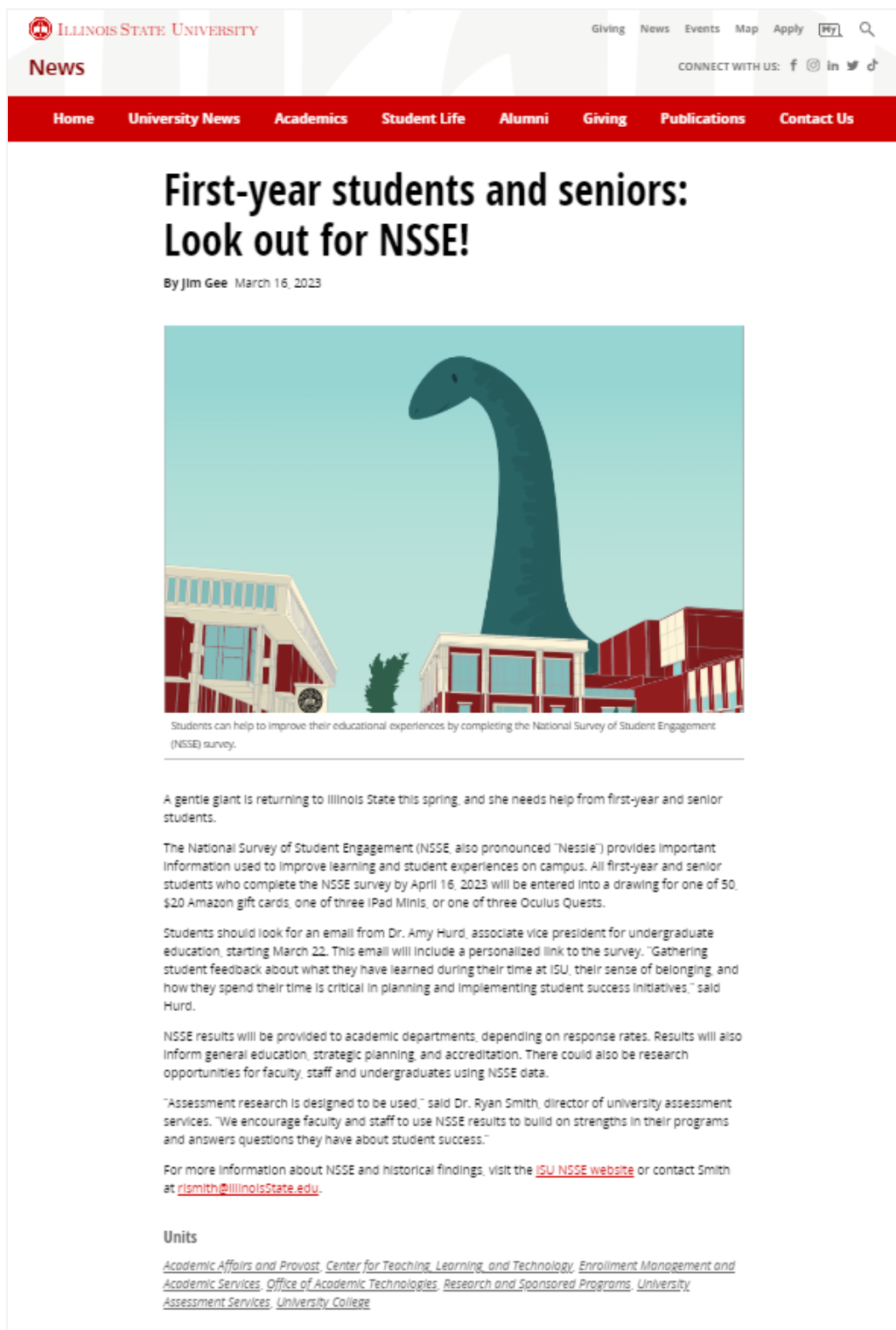
For more information about NSSE and historical findings, visit the ISU [NSSE website](#) or contact Ryan Smith, director of university assessment services at [rlsmith@ilstu.edu](mailto:rlsmith@ilstu.edu).



The graphic features a teal background with a large blue dinosaur silhouette on the right. The text "TIME FOR NSSE" is prominently displayed in a bold, white, distressed font. Below it, a banner reads "OPENS MARCH 22". The background shows a stylized illustration of a university building with red and white architecture. At the bottom, there is a dark red section with white text detailing the survey's purpose and prizes. The prizes listed are: "A \$20 Amazon gift card (50 awarded)", "An iPad Pro (3 awarded)", and "An Oculus Quest (3 awarded)". It also states "Survey closes on May 16" and "Survey only open to first-year students and seniors." Logos for NSSE (National Survey of Student Engagement) and Illinois State University are at the bottom. A small disclaimer at the very bottom reads: "We acknowledge students in promotional materials upon request by contacting the Office of Student Resources at (317) 424-6101. An equal opportunity/affirmative action/academic achievement/equality - 2023-2024 printed on recycled paper."

<https://news.illinoisstate.edu/university-news/>

Article sponsor: J. Gee



The screenshot shows the top navigation bar of the Illinois State University website, including the university logo, search bar, and social media links. Below the navigation bar is a red header with menu items: Home, University News, Academics, Student Life, Alumni, Giving, Publications, and Contact Us. The main content area features the article title "First-year students and seniors: Look out for NSSE!" by Jim Gee, dated March 16, 2023. An illustration depicts a large blue dinosaur head rising behind a red brick building. A caption below the illustration reads: "Students can help to improve their educational experiences by completing the National Survey of Student Engagement (NSSE) survey." The article text explains that the NSSE survey is used to improve learning and student experiences, and that students who complete it by April 16, 2023, will be entered into a drawing for prizes. It also mentions that NSSE results will be provided to academic departments and that assessment research is designed to be used by faculty and staff to build on strengths in their programs. The article concludes with contact information for Dr. Ryan Smith, director of university assessment services, and lists several units involved in the survey.

**First-year students and seniors:  
Look out for NSSE!**

By Jim Gee March 16, 2023

Students can help to improve their educational experiences by completing the National Survey of Student Engagement (NSSE) survey.

A gentle giant is returning to Illinois State this spring, and she needs help from first-year and senior students.

The National Survey of Student Engagement (NSSE, also pronounced "Nessie") provides important information used to improve learning and student experiences on campus. All first-year and senior students who complete the NSSE survey by April 16, 2023 will be entered into a drawing for one of 50, \$20 Amazon gift cards, one of three iPad Minis, or one of three Oculus Quests.

Students should look for an email from Dr. Amy Hurd, associate vice president for undergraduate education, starting March 22. This email will include a personalized link to the survey. "Gathering student feedback about what they have learned during their time at ISU, their sense of belonging, and how they spend their time is critical in planning and implementing student success initiatives," said Hurd.

NSSE results will be provided to academic departments, depending on response rates. Results will also inform general education, strategic planning, and accreditation. There could also be research opportunities for faculty, staff and undergraduates using NSSE data.

"Assessment research is designed to be used," said Dr. Ryan Smith, director of university assessment services. "We encourage faculty and staff to use NSSE results to build on strengths in their programs and answer questions they have about student success."

For more information about NSSE and historical findings, visit the [ISU NSSE website](#) or contact Smith at [rsmith@illinoisstate.edu](mailto:rsmith@illinoisstate.edu).

**Units**

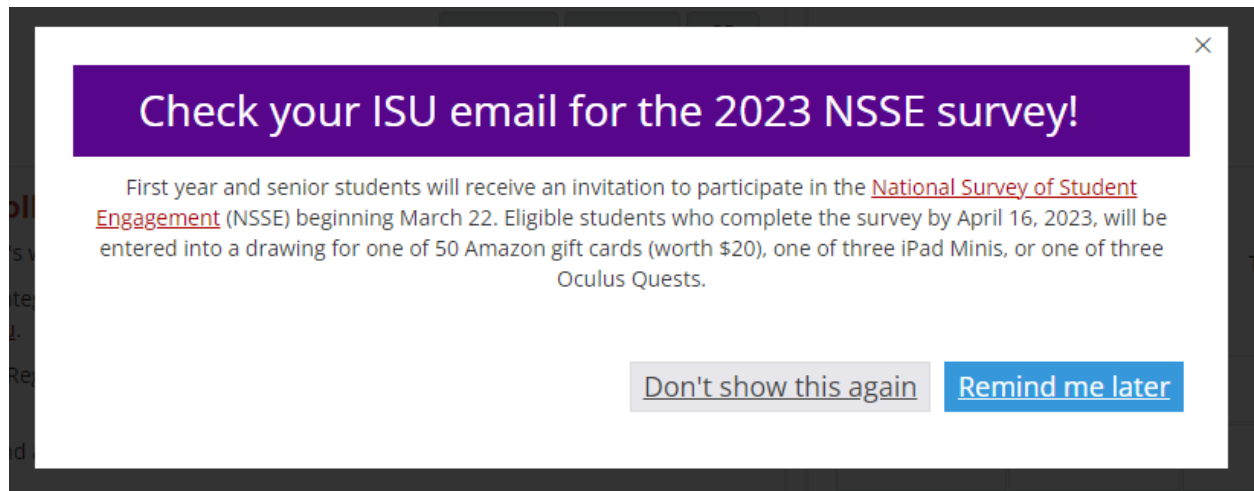
*Academic Affairs and Provost, Center for Teaching, Learning, and Technology, Enrollment Management and Academic Services, Office of Academic Technologies, Research and Sponsored Programs, University Assessment Services, University College*

<https://news.illinoisstate.edu/2023/03/first-year-students-and-seniors-look-out-for-nsse/>

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## Appendix F. Reggienet Alert



## Appendix G. Redbird Bot

"Tell us about your ISU experience by taking the NSSE survey in your email by April 16. Data will improve ISU. Select students will be eligible for prizes 😊!"

Contact: Sally Nadeau, Registrar, [sanadea@ilstu.edu](mailto:sanadea@ilstu.edu)



# University Assessment Services

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### Appendix H. Collaboration meeting archive

Date	Topic	Attendees	Meeting notes
8/7/22	NSSE Planning Meeting	A. Noel, A. Yazedjian, C. Cutting, R. Smith	Project overview, scope, decision to do NSSE
8/10/22	NSSE Project Scope	A. Yazedjian, C. Cutting, R. Smith	Project scope
9/14/22	NSSE Project Scope	A. Yazedjian, C. Cutting, R. Smith	Project scope
11/9/22	NSSE Project Scope	A. Yazedjian, C. Cutting, R. Smith	PRPA pop file Topical module: Civic engagement Email signatory Recruitment schedule: 3/22/23 Do topical modules on off years Comment prompt:
11/9/22	NSSE webinar on customization	R. Smith	General information
11/11/22	Admin Tech	C. Birckelbaw, E. Shuck, R. Smith	Incentive ideas, AT help in using portal and LMS, overview of MISO data
11/15/22	RSP incentives	B. Rexroat, E. Shuck, R. Smith	Incentive questions Completing forms
11/21/22	Tech Zone	B. Holland, R. Smith	Ordering technology items through Tech Zone Confirm with comptroller, legal, RSP?
11/28/22	University Marketing	E. Shuck, R. Smith, S. Thornton, T. Widergren	Marketing strategies
12/14/22	NSSE Project Scope	A. Yazedjian, C. Cutting, R. Smith	Project scope
2/28/23	NSSE Marketing & Branding	C. Birckelbaw, C. Cutting, E. Shuck, R. Smith, E. Thomas	Project scope

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## Appendix I. Messages

Note: This is the official repository of NSSE messages. Copy and paste any updates into the NSSE message document (messages folder).

Last update: February 10, 2023

### Message 1: Wednesday, March 22, 2023

From: nsse@nsse-survey.org

From Name: Amy R. Hurd, Ph.D.

Subject: Please help ISU by completing NSSE

Dear [first name]:

At Illinois State University we want our students to have the best educational experience possible. The National Survey of Student Engagement (NSSE) helps by providing vital information about activities in and out of the classroom.

Your participation is critical, so I hope you will complete NSSE—an opportunity only available to first-year and senior students.

In appreciation for participating, students who complete the survey by Sunday, April 16, 2023 will be automatically entered in a random drawing to win 1 of 3 iPad Pros worth approximately \$750, 1 of 3 Oculus Quest 2s worth approximately \$400, or 1 of 50 \$20 Amazon gift cards.

### [Take the Survey \(link\)](#)

Your chances of winning depend on how many complete the survey. The last time we administered this survey about 666 students responded. Recipients of awards may be required to complete a Participant Research Form. More information is included at the bottom of this email message.

For help with logging into the survey or to find answers to a variety of other questions, please go to: <https://nsse-survey.org/contact/{loginid}/{contact}>. More information about NSSE is at [nsse.indiana.edu](https://nsse.indiana.edu). If you have other questions, please contact Ryan Smith, Director of University Assessment at [rlsmith@ilstu.edu](mailto:rlsmith@ilstu.edu) or 309-438-2163. If you have any questions about your rights as a participant, or if you feel you have been placed at risk, contact the Illinois State University Research Ethics & Compliance Office at (309) 438-5527 or [IRB@ilstu.edu](mailto:IRB@ilstu.edu).

Thank you in advance for taking a few moments to reflect on your experiences and help us strengthen ISU!

Sincerely,

Amy R. Hurd, Ph.D.  
Associate Vice President for Undergraduate Education  
Professor, School of Kinesiology & Recreation

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You are ineligible to participate if you are currently within the European Economic Area. After your data has been deidentified, your data may be used in other research projects. Your identifiable data that is housed at IU will only be shared with other researchers/institutions in a confidential manner.

The IRS may consider incentive payments to be taxable compensation. Recipients of a research participant incentive payment may want to consult with their personal tax advisor for advice regarding the participant's situation. In order to receive the compensation in the amount of \$20, the researcher will keep a log of who has received compensation. This information will be kept entirely separate from the research data and will be securely stored by the researcher for audit purposes only. In order to receive compensation above \$25 for participating in this study, you must complete a participant receipt form. These forms are used to meet federal reporting guidelines, but will be handled only by University employees who have signed confidentiality agreements and who will ensure the information is handled in a secure manner. No research data will be associated with these forms. You may participate in this study without compensation if you do not wish to complete this form. Incentive recipients of physical merchandise will be asked to physically pick up merchandise from University Assessment Services in 308 Kingsley or another public location on campus (Starbucks in the Bone Student Center, Milner Library lobby, etc.). The University Assessment Administrative Aide will contact the award recipient and arrange for a time to meet the recipient and give them the award. Award recipients will be required to sign a participant receipt form (PRF) providing evidence they did receive the merchandise. The award will not be provided to the student unless they complete and sign the form. In the event an award recipient is not on campus (online, out of state, internationally abroad, etc.) and cannot physically pick up merchandise on the ISU campus, recipients will be asked to complete the PRF online. Individuals randomly selected for the gift cards will be notified electronically. Gift cards will be delivered electronically via email.

Any participant also has the opportunity to participate in the study without accepting the research incentive payment. In order to receive compensation for participating in this study, you must complete a participant receipt form. These forms are used to meet federal reporting guidelines, but will be handled only by trained and qualified university personnel. No research data will be associated with these forms. You may participate in this study without compensation if you do not wish to complete this form. The PRF form is available on the ISU website here:

<https://research.illinoisstate.edu/ethics/human-subjects/payments/>

We do not anticipate any risks beyond those that would occur in everyday life. To reduce risks, ISU will take all precautions to keep the responses confidential and that no information associated with students' names will be released publicly. Results will be reported in summary format only. The foreseeable psychological risks are very slight emotional distress or anxiety because students will be asked to think about and respond to items related to their participation in programs and activities provided by the university. The foreseeable social risk is loss of confidentiality because identifying information will be included in the raw data file with students' responses. Risks from loss of confidentiality may include risk to reputation, preservation of personal dignity, mental stress, labeling or loss of privacy. Loss of confidentiality risks are the same as academic records risk. We will use all reasonable efforts to keep any provided personal information confidential. Only the principal investigators associated with this study will have access to the study results. Researchers will follow institutional and IRB protocols for security using data. Data will be downloaded to the principal investigators' ISU drive. This can only be accessed by the principal investigator and using their

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appropriate ISU credentials. Information that may identify you or potentially lead to reidentification will not be released to individuals that are not on the research team. This information will be used for program improvement only, not for generalizable research. However, when required by law or university policy, identifying information may be seen or copied by authorized individuals. Your ULID will be matched with university records and analyzed by the research team associated with this study and ISU's Enterprise Data Analytics (EDA) team for further research covered under the scope of this project. Summary-level results will be shared with campus partners in a variety of venues, such as meetings and presentations. Summary level analyses could also be used in external publications and presentations. Visual analytics in Power BI will be created for consumption by internal ISU employees with specific permission. Visual analytic data will be presented in summary format only. Survey data could be matched to demographic and academic records for the remainder of your time at ISU. Examples of academic and demographic information include grade point average, academic program, or native/transfer status.

If you do not wish to participate in this study, please click on the survey link and select the button marked "I do not wish to participate."

# University Assessment Services

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## Message 2: Tuesday, March 28, 2023

From: nsse@nsseurvey.org

From Name: Amy R. Hurd, Ph.D.

Subject: Please take the time to help ISU

Hi, [first name]:

Have you heard about the National Survey of Student Engagement (NSSE)? Other students from ISU have already taken a few minutes to complete the survey, but we haven't yet heard from you. ISU uses your feedback to improve your college experience inside and outside of the classroom.

In appreciation for participating, students who complete the survey by Sunday, April 16, 2023 will be automatically entered in a random drawing to win 1 of 3 iPad Pros worth approximately \$750, 1 of 3 Oculus Quest 2s worth approximately \$400, or 1 of 50 \$20 Amazon gift cards.

[Take the Survey \(link\)](#)

Your chances of winning depend on how many complete the survey. The last time we administered this survey about 666 students responded. Recipients of awards may be required to complete a Participant Research Form. More information is included at the bottom of this email message.

For help with logging into the survey or to find answers to a variety of other questions, please go to: <https://nsseurvey.org/contact/{loginid}/{contact}>. More information about NSSE is at [nsse.indiana.edu](https://nsse.indiana.edu). If you have other questions, please contact Ryan Smith, Director of University Assessment at [rsmith@ilstu.edu](mailto:rsmith@ilstu.edu) or 309-438-2163. If you have any questions about your rights as a participant, or if you feel you have been placed at risk, contact the Illinois State University Research Ethics & Compliance Office at (309) 438-5527 or [IRB@ilstu.edu](mailto:IRB@ilstu.edu).

Thank you in advance for taking the time to make ISU the best it can be!

Sincerely,

Amy R. Hurd, Ph.D.  
Associate Vice President for Undergraduate Education  
Professor, School of Kinesiology & Recreation

-----  
You are ineligible to participate if you are currently within the European Economic Area. After your data has been deidentified, your data may be used in other research projects. Your identifiable data that is housed at IU will only be shared with other researchers/institutions in a confidential manner.

The IRS may consider incentive payments to be taxable compensation. Recipients of a research participant incentive payment may want to consult with their personal tax advisor for advice regarding the participant's situation. In order to receive the compensation in the amount of \$20, the researcher

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will keep a log of who has received compensation. This information will be kept entirely separate from the research data and will be securely stored by the researcher for audit purposes only. In order to receive compensation above \$25 for participating in this study, you must complete a participant receipt form. These forms are used to meet federal reporting guidelines, but will be handled only by University employees who have signed confidentiality agreements and who will ensure the information is handled in a secure manner. No research data will be associated with these forms. You may participate in this study without compensation if you do not wish to complete this form. Incentive recipients of physical merchandise will be asked to physically pick up merchandise from University Assessment Services in 308 Kingsley or another public location on campus (Starbucks in the Bone Student Center, Milner Library lobby, etc.). The University Assessment Administrative Aide will contact the award recipient and arrange for a time to meet the recipient and give them the award. Award recipients will be required to sign a participant receipt form (PRF) providing evidence they did receive the merchandise. The award will not be provided to the student unless they complete and sign the form. In the event an award recipient is not on campus (online, out of state, internationally abroad, etc.) and cannot physically pick up merchandise on the ISU campus, recipients will be asked to complete the PRF online. Individuals randomly selected for the gift cards will be notified electronically. Gift cards will be delivered electronically via email.

Any participant also has the opportunity to participate in the study without accepting the research incentive payment. In order to receive compensation for participating in this study, you must complete a participant receipt form. These forms are used to meet federal reporting guidelines, but will be handled only by trained and qualified university personnel. No research data will be associated with these forms. You may participate in this study without compensation if you do not wish to complete this form. The PRF form is available on the ISU website here:

<https://research.illinoisstate.edu/ethics/human-subjects/payments/>

We do not anticipate any risks beyond those that would occur in everyday life. To reduce risks, ISU will take all precautions to keep the responses confidential and that no information associated with students' names will be released publicly. Results will be reported in summary format only. The foreseeable psychological risks are very slight emotional distress or anxiety because students will be asked to think about and respond to items related to their participation in programs and activities provided by the university. The foreseeable social risk is loss of confidentiality because identifying information will be included in the raw data file with students' responses. Risks from loss of confidentiality may include risk to reputation, preservation of personal dignity, mental stress, labeling or loss of privacy. Loss of confidentiality risks are the same as academic records risk. We will use all reasonable efforts to keep any provided personal information confidential. Only the principal investigators associated with this study will have access to the study results. Researchers will follow institutional and IRB protocols for security using data. Data will be downloaded to the principal investigators' ISU drive. This can only be accessed by the principal investigator and using their appropriate ISU credentials. Information that may identify you or potentially lead to reidentification will not be released to individuals that are not on the research team. This information will be used for program improvement only, not for generalizable research. However, when required by law or university policy, identifying information may be seen or copied by authorized individuals. Your ULID will be matched with university records and analyzed by the research team associated with this study and ISU's Enterprise Data Analytics (EDA) team for further research covered under the scope of this project. Summary-level results will be shared with campus partners in a variety of venues, such as

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meetings and presentations. Summary level analyses could also be used in external publications and presentations. Visual analytics in Power BI will be created for consumption by internal ISU employees with specific permission. Visual analytic data will be presented in summary format only. Survey data could be matched to demographic and academic records for the remainder of your time at ISU. Examples of academic and demographic information include grade point average, academic program, or native/transfer status.

If you do not wish to participate in this study, please click on the survey link and select the button marked "I do not wish to participate."

## University Assessment Services

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### Message 3: Monday, April 3, 2023

From: nsse@nssesurvey.org

From Name: Amy R. Hurd, Ph.D.

Subject: Please help ISU by completing NSSE

Hi, [first name]:

We are reaching out again to ask you to please take a few minutes to tell us about your experiences at ISU by completing the National Survey of Student Engagement (NSSE).

ISU uses this information to improve your academic and out of class experiences, so your feedback is very important.

In appreciation for participating, students who complete the survey by Sunday, April 16, 2023 will be automatically entered in a random drawing to win 1 of 3 iPad Pros worth approximately \$750, 1 of 3 Oculus Quest 2s worth approximately \$400, or 1 of 50 \$20 Amazon gif cards.

[Take the Survey \(link\)](#)

Your chances of winning depend on how many complete the survey. The last time we administered this survey about 666 students responded. Recipients of awards may be required to complete a Participant Research Form. More information is included at the bottom of this email message.

For help with logging into the survey or to find answers to a variety of other questions, please go to: <https://nssesurvey.org/contact/{loginid}/{contact}>. More information about NSSE is at [nsse.indiana.edu](http://nsse.indiana.edu). If you have other questions, please contact Ryan Smith, Director of University Assessment at [rlsmith@ilstu.edu](mailto:rlsmith@ilstu.edu) or 309-438-2163. If you have any questions about your rights as a participant, or if you feel you have been placed at risk, contact the Illinois State University Research Ethics & Compliance Office at (309) 438-5527 or [IRB@ilstu.edu](mailto:IRB@ilstu.edu).

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Sincerely,

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Professor, School of Kinesiology & Recreation

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Any participant also has the opportunity to participate in the study without accepting the research incentive payment. In order to receive compensation for participating in this study, you must complete a participant receipt form. These forms are used to meet federal reporting guidelines, but will be handled only by trained and qualified university personnel. No research data will be associated with these forms. You may participate in this study without compensation if you do not wish to complete this form. The PRF form is available on the ISU website here:

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If you do not wish to participate in this study, please click on the survey link and select the button marked "I do not wish to participate."

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## Message 4: Thursday, April 6

From: nsse@nsseurvey.org  
From Name: Amy R. Hurd, Ph.D.  
Subject: Can you please help ISU?

Hi, [first name]:

ISU depends on feedback from students like you. We use your feedback to improve your college experience. We ask you complete the NSSE. The survey is conveniently designed for mobile devices as well as desktop computers for smooth and easy completion.

In appreciation for participating, students who complete the survey by Sunday, April 16, 2023 will be automatically entered in a random drawing to win 1 of 3 iPad Pros worth approximately \$750, 1 of 3 Oculus Quest 2s worth approximately \$400, or 1 of 50 \$20 Amazon gif cards.

[Take the Survey \(link\)](#)

Your chances of winning depend on how many complete the survey. The last time we administered this survey about 666 students responded. Recipients of awards may be required to complete a Participant Research Form. More information is included at the bottom of this email message.

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Thank you in advance for taking the time to help ISU!

Sincerely,

Amy R. Hurd, Ph.D.  
Associate Vice President for Undergraduate Education  
Professor, School of Kinesiology & Recreation

-----  
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will keep a log of who has received compensation. This information will be kept entirely separate from the research data and will be securely stored by the researcher for audit purposes only. In order to receive compensation above \$25 for participating in this study, you must complete a participant receipt form. These forms are used to meet federal reporting guidelines, but will be handled only by University employees who have signed confidentiality agreements and who will ensure the information is handled in a secure manner. No research data will be associated with these forms. You may participate in this study without compensation if you do not wish to complete this form. Incentive recipients of physical merchandise will be asked to physically pick up merchandise from University Assessment Services in 308 Kingsley or another public location on campus (Starbucks in the Bone Student Center, Milner Library lobby, etc.). The University Assessment Administrative Aide will contact the award recipient and arrange for a time to meet the recipient and give them the award. Award recipients will be required to sign a participant receipt form (PRF) providing evidence they did receive the merchandise. The award will not be provided to the student unless they complete and sign the form. In the event an award recipient is not on campus (online, out of state, internationally abroad, etc.) and cannot physically pick up merchandise on the ISU campus, recipients will be asked to complete the PRF online. Individuals randomly selected for the gift cards will be notified electronically. Gift cards will be delivered electronically via email.

Any participant also has the opportunity to participate in the study without accepting the research incentive payment. In order to receive compensation for participating in this study, you must complete a participant receipt form. These forms are used to meet federal reporting guidelines, but will be handled only by trained and qualified university personnel. No research data will be associated with these forms. You may participate in this study without compensation if you do not wish to complete this form. The PRF form is available on the ISU website here:

<https://research.illinoisstate.edu/ethics/human-subjects/payments/>

We do not anticipate any risks beyond those that would occur in everyday life. To reduce risks, ISU will take all precautions to keep the responses confidential and that no information associated with students' names will be released publicly. Results will be reported in summary format only. The foreseeable psychological risks are very slight emotional distress or anxiety because students will be asked to think about and respond to items related to their participation in programs and activities provided by the university. The foreseeable social risk is loss of confidentiality because identifying information will be included in the raw data file with students' responses. Risks from loss of confidentiality may include risk to reputation, preservation of personal dignity, mental stress, labeling or loss of privacy. Loss of confidentiality risks are the same as academic records risk. We will use all reasonable efforts to keep any provided personal information confidential. Only the principal investigators associated with this study will have access to the study results. Researchers will follow institutional and IRB protocols for security using data. Data will be downloaded to the principal investigators' ISU drive. This can only be accessed by the principal investigator and using their appropriate ISU credentials. Information that may identify you or potentially lead to reidentification will not be released to individuals that are not on the research team. This information will be used for program improvement only, not for generalizable research. However, when required by law or university policy, identifying information may be seen or copied by authorized individuals. Your ULID will be matched with university records and analyzed by the research team associated with this study and ISU's Enterprise Data Analytics (EDA) team for further research covered under the scope of this project. Summary-level results will be shared with campus partners in a variety of venues, such as

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meetings and presentations. Summary level analyses could also be used in external publications and presentations. Visual analytics in Power BI will be created for consumption by internal ISU employees with specific permission. Visual analytic data will be presented in summary format only. Survey data could be matched to demographic and academic records for the remainder of your time at ISU. Examples of academic and demographic information include grade point average, academic program, or native/transfer status.

If you do not wish to participate in this study, please click on the survey link and select the button marked "I do not wish to participate."

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## Message 5: Tuesday, April 11, 2023

From: nsse@nssesurvey.org

From Name: Amy R. Hurd, Ph.D.

Subject: Last chance to give ISU your feedback on the NSSE

Hi, [first name]:

Before this opportunity passes, we want to ask one more time for your participation in the National Survey of Student Engagement (NSSE).

ISU uses this information to improve your academic and out of class experiences, so your feedback is very important. The survey is conveniently designed for mobile devices as well as desktop computers for smooth and easy completion.

In appreciation for participating, students who complete the survey by Sunday, April 16, 2023 will be automatically entered in a random drawing to win 1 of 3 iPad Pros worth approximately \$750, 1 of 3 Oculus Quest 2s worth approximately \$400, or 1 of 50 \$20 Amazon gif cards.

[Take the Survey \(link\)](#)

Your chances of winning depend on how many complete the survey. The last time we administered this survey about 666 students responded. Recipients of awards may be required to complete a Participant Research Form. More information is included at the bottom of this email message.

For help with logging into the survey or to find answers to a variety of other questions, please go to: <https://nssesurvey.org/contact/{loginid}/{contact}>. More information about NSSE is at [nsse.indiana.edu](https://nsse.indiana.edu). If you have other questions, please contact Ryan Smith, Director of University Assessment at [rlsmith@ilstu.edu](mailto:rlsmith@ilstu.edu) or 309-438-2163. If you have any questions about your rights as a participant, or if you feel you have been placed at risk, contact the Illinois State University Research Ethics & Compliance Office at (309) 438-5527 or [IRB@ilstu.edu](mailto:IRB@ilstu.edu).

Thank you in advance for taking the time to help ISU!

With gratitude,

Amy R. Hurd, Ph.D.  
Associate Vice President for Undergraduate Education  
Professor, School of Kinesiology & Recreation

-----  
You are ineligible to participate if you are currently within the European Economic Area. After your data has been deidentified, your data may be used in other research projects. Your identifiable data that is housed at IU will only be shared with other researchers/institutions in a confidential manner.

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The IRS may consider incentive payments to be taxable compensation. Recipients of a research participant incentive payment may want to consult with their personal tax advisor for advice regarding the participant's situation. In order to receive the compensation in the amount of \$20, the researcher will keep a log of who has received compensation. This information will be kept entirely separate from the research data and will be securely stored by the researcher for audit purposes only. In order to receive compensation above \$25 for participating in this study, you must complete a participant receipt form. These forms are used to meet federal reporting guidelines, but will be handled only by University employees who have signed confidentiality agreements and who will ensure the information is handled in a secure manner. No research data will be associated with these forms. You may participate in this study without compensation if you do not wish to complete this form. Incentive recipients of physical merchandise will be asked to physically pick up merchandise from University Assessment Services in 308 Kingsley or another public location on campus (Starbucks in the Bone Student Center, Milner Library lobby, etc.). The University Assessment Administrative Aide will contact the award recipient and arrange for a time to meet the recipient and give them the award. Award recipients will be required to sign a participant receipt form (PRF) providing evidence they did receive the merchandise. The award will not be provided to the student unless they complete and sign the form. In the event an award recipient is not on campus (online, out of state, internationally abroad, etc.) and cannot physically pick up merchandise on the ISU campus, recipients will be asked to complete the PRF online. Individuals randomly selected for the gift cards will be notified electronically. Gift cards will be delivered electronically via email.

Any participant also has the opportunity to participate in the study without accepting the research incentive payment. In order to receive compensation for participating in this study, you must complete a participant receipt form. These forms are used to meet federal reporting guidelines, but will be handled only by trained and qualified university personnel. No research data will be associated with these forms. You may participate in this study without compensation if you do not wish to complete this form. The PRF form is available on the ISU website here:

<https://research.illinoisstate.edu/ethics/human-subjects/payments/>

We do not anticipate any risks beyond those that would occur in everyday life. To reduce risks, ISU will take all precautions to keep the responses confidential and that no information associated with students' names will be released publicly. Results will be reported in summary format only. The foreseeable psychological risks are very slight emotional distress or anxiety because students will be asked to think about and respond to items related to their participation in programs and activities provided by the university. The foreseeable social risk is loss of confidentiality because identifying information will be included in the raw data file with students' responses. Risks from loss of confidentiality may include risk to reputation, preservation of personal dignity, mental stress, labeling or loss of privacy. Loss of confidentiality risks are the same as academic records risk. We will use all reasonable efforts to keep any provided personal information confidential. Only the principal investigators associated with this study will have access to the study results. Researchers will follow institutional and IRB protocols for security using data. Data will be downloaded to the principal investigators' ISU drive. This can only be accessed by the principal investigator and using their appropriate ISU credentials. Information that may identify you or potentially lead to reidentification will not be released to individuals that are not on the research team. This information will be used for program improvement only, not for generalizable research. However, when required by law or university policy, identifying information may be seen or copied by authorized individuals. Your ULID

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will be matched with university records and analyzed by the research team associated with this study and ISU's Enterprise Data Analytics (EDA) team for further research covered under the scope of this project. Summary-level results will be shared with campus partners in a variety of venues, such as meetings and presentations. Summary level analyses could also be used in external publications and presentations. Visual analytics in Power BI will be created for consumption by internal ISU employees with specific permission. Visual analytic data will be presented in summary format only. Survey data could be matched to demographic and academic records for the remainder of your time at ISU. Examples of academic and demographic information include grade point average, academic program, or native/transfer status.

If you do not wish to participate in this study, please click on the survey link and select the button marked "I do not wish to participate."



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## Appendix J. NSSE Power BI Access List

Last update: 11/4/2022

First	Last	ULID	Email	Unit/Role
Brian	Aitken	btaitke	btaitke@ilstu.edu	U College
Tamekia	Bailey	tybaile	tybaile@ilstu.edu	CAST
Gordon	Barrettsmith	gibarre	gibarre@ilstu.edu	Admissions
Christy	Bazan	cnstath	cnstath@ilstu.edu	UTEACH
Carla	Birckelbaw	crbirck	crbirck@ilstu.edu	AT
Shatoya	Black	ssblac2	ssblac2@ilstu.edu	U College
Josh	Brown	jbrown4	jbrown4@ilstu.edu	AAC
Christine	Bruckner	cbruckn	cbruckn@ilstu.edu	AAC
Corey	Burgess	cmburge	cmburge@ilstu.edu	U College
Traci	Carte	tacart3	tacart3@ilstu.edu	AAC
Linda	Clemmens	lmclemm	lmclemm@ilstu.edu	Honors
Tamra	Connor	tdavis2	tdavis2@ilstu.edu	AAC
Yojanna	Cuenca-Carlino	ycuenca	ycuenca@ilstu.edu	SPED
Craig	Cullen	cjculle	cjculle@ilstu.edu	Gen Ed
Cooper	Cutting	jccutti	jccutti@ilstu.edu	Provost
Branden	Delk	bedelk	bedelk@ilstu.edu	Admissions
Jill	Donnell	jdonnel	jdonnel@ilstu.edu	UTEACH
Derek	Drenckpohl	ddrenck	ddrenck@ilstu.edu	SPED
Angela	Engel	akengel	akengel@ilstu.edu	PRPA
Jennifer	Friberg	jfribe	jfribe@ilstu.edu	CIPD
Jamilah	Gilbert	jrgilbe3	jrgilbe3@ilstu.edu	U College
Rachel	Gramer	ragrame	ragrame@ilstu.edu	Gen Ed
Rachel	Hart	rahart	rahart@ilstu.edu	AT
Susan	Hildebrandt	shildeb	shildeb@ilstu.edu	AAC
Troy	Hinkel	thinkel	thinkel@ilstu.edu	UTEACH
Chris	Hovarth	chorvath	chorvath@ilstu.edu	Gen Ed
Amy	Hurd	arhurd	arhurd@ilstu.edu	Provost
Terry	Jackson	tdjack12	tdjack12@ilstu.edu	UTEACH
Barb	Jacobsen	bdjacob	bdjacob@ilstu.edu	UTEACH
Morgan	Johnson	mcjohns	mcjohns@ilstu.edu	Admissions
Stacey	Jones-Bock	sjbock	sjbock@ilstu.edu	AAC
Chad	Kahl	cmkahl	cmkahl@ilstu.edu	AAC
Lisa	Lawless	lrlawle	lrlawle@ilstu.edu	U College
Christie	Martin	cmproct	cmproct@ilstu.edu	Honors
Samantha	Meranda	sjmeran	sjmeran@ilstu.edu	Admissions
Derek	Meyers	djhermm	djhermm@ilstu.edu	UAS
Adena	Meyers	abmeyer	abmeyer@ilstu.edu	UTEACH
Danielle	Miller-Schuster	dnmille	dnmille@ilstu.edu	Stud Aff
Kimberly	Nance	kanance	kanance@ilstu.edu	Gen Ed
Michelle	Neuffer	mgneuff	mgneuff@ilstu.edu	U College
Monica	Noraian	mcnora2	mcnora2@ilstu.edu	UTEACH
Veronique	Parmenter	vlparme	vlparme@ilstu.edu	IT
Sara	Piotrowski	scpiotr	scpiotr@ilstu.edu	UTEACH
Sara	Porter	sfporte1	sfporte1@ilstu.edu	UTEACH
Cara	Rabe-Hemp	cerabe	cerabe@ilstu.edu	AAC
Rocio	Rivadeneira	rrivade	rrivade@ilstu.edu	AAC
Amy	Roser	asroser	asroser@ilstu.edu	AAC
Sara	Semonis	ssemoni	ssemoni@ilstu.edu	AAC
Laurie	Sexton	lasext2	lasext2@ilstu.edu	AAC
Jennifer	Sharkey	jsharke	jsharke@ilstu.edu	AAC

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First	Last	ULID	Email	Unit/Role
Emmalie	Shuck	etshuck	etshuck@ilstu.edu	UAS
Cheri	Simonds	cjsimon	cjsimon@ilstu.edu	Gen Ed
Sarah	Smelser	ssmelse	ssmelse@ilstu.edu	AAC
Ryan	Smith	rlsmith	rlsmith@ilstu.edu	UAS
Erin	Thomas	eethoma	eethoma@ilstu.edu	AAC
Janet	Tulley	jatulle	jatulle@ilstu.edu	WKCFA
Pat	Walsh	pmwalsh2	pmwalsh2@ilstu.edu	Admissions
Wendi	Whitman	wjwhitm	wjwhitm@ilstu.edu	U College
Tracy	Widergren	tlwider	tlwider@ilstu.edu	UMC
Keenan	Wimbley	kowimbl	kowimbl@ilstu.edu	U College
Deneca	Winfrey-Avant	dwinfre	dwinfre@ilstu.edu	Provost
Ani	Yazedjian	ayazedj	ayazedj@ilstu.edu	Provost
Shari	Zeck	sszeck	sszeck@ilstu.edu	Gen Ed
Kelly	Zolper	klwysta	klwysta@ilstu.edu	PRPA

# University Assessment Services

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### Appendix K. Portals & LMS for Recruitment

[https://nsse.indiana.edu/nsse/administering-nsse/recruitment-method/using\\_sp\\_lms\\_recruitment.html](https://nsse.indiana.edu/nsse/administering-nsse/recruitment-method/using_sp_lms_recruitment.html)

#### Ball State University

The screenshot shows the Ball State Blackboard interface. At the top, there's a navigation bar with 'Home', 'Bb Toolbox', 'Content Collection', 'Library', 'Help', 'System Admin', 'My Career', and 'Outcomes Assessment'. Below this is a secondary navigation bar with 'My Blackboard', 'Notifications', 'Courses', and 'Communities'. The main content area features a large announcement: 'Ball State University wants to improve your educational experience and you can help by completing the National Survey of Student Engagement (NSSE). You can access the survey by clicking on the link below and a new window will open to complete the survey.' A red arrow points to the link 'NSSE Survey (https://www.bsu.edu)'. Below the announcement are three columns: 'Services and Tools' (with links like Announcements, Calendar, Email the Class, etc.), 'Tech Information for Faculty' (with an announcement about data center maintenance and a link to the redesigned Help tab), and 'Important Information for Students' (with an announcement about file naming conventions and a link to the Technology HelpDesk).

#### University of Northern Iowa

The screenshot shows the University of Northern Iowa portal. At the top, there's a navigation bar with 'Home | E-Mail | eLearning | A-Z Index | Directory | Calendar | Sign out'. Below this is a search bar and a 'Portal' dropdown. The main content area is a dashboard with several tiles: 'NSSE' (with a 'Complete NSSE' tile and a red arrow pointing to the survey link), 'Current Announcements' (with a message about a presentation), 'ALEKS' (with a 'New UNI Freshman' message), 'Update My Personal Information' (with a link to update records), 'Emergency Preparedness' (with a 'UNI ALERT' logo), 'What's New in MyUNiverse' (with a list of recent updates), 'My Account' (with a 'CatID' section), and 'Passphrase Central' (with a 'CatID: schmiati' message).

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### Appendix L. NSSE Interface Portal

#### Contacting Students

[View](#) additional information on NSSE customization options.

##### Population File Update

Update your population file to mark students ineligible or to update existing records with revised information (e.g., updated class level, name or email changes, etc.). Students marked ineligible will not be contacted by NSSE, and are removed from response rate calculations. Reminder: new students may not be added to your population at this time, as new spring admits are not included in NSSE.

Update eligibility before your first recruitment message is sent to avoid contacting students that should not be included in the data collection. However, updates can be made at any time so if you forget to update prior to the start of recruitment, you should still update the file to ensure population file accuracy. The deadline to update your population file is May 1.

[Update Instructions](#)

[Instructions for formatting the Group 1 variable for use in NSSE's Report Builder — Institution Version](#)

**Ready to submit?** Use your [current population file](#) as a template to prepare your update.

No file chosen

Note: the upload process can take several minutes, depending on the size of your file.

**What's next?** Once your file has been submitted review the notification box that appears, as well as the email summary detailing specific updates that have been made. Allow 30 minutes for email delivery. Both the feedback displayed on the Interface and within the email summary should be reviewed carefully.

##### Schools Posting Survey Links in Student Portals: Updating Links for Ineligible Students

If students are marked ineligible after survey links are posted, survey links should be manually removed from the student portal/LMS on your campus, unless you previously established an API connection with NSSE's servers.

#### Recruitment Schedule

Message 1: Wednesday, March 22  
Message 2: Tuesday, March 28  
Message 3: Monday, April 3  
Message 4: Thursday, April 6  
Message 5: Tuesday, April 11

The online survey in NSSE 2023 closes on May 14.

#### Incentive

Incentive text submitted and approved. For additional information about incentives, see NSSE's [Survey Incentive FAQ](#).

In appreciation for participating, students who complete the survey by Sunday, April 16, 2023 will be automatically entered in a random drawing to win 1 of 3 iPad Pros worth approximately \$750 each, 1 of 3 Oculus Quest 2s worth approximately \$400, or 1 of 50 \$20 Amazon gift cards. Your chances of winning depend on how many complete the survey; the last time we administered this survey about 666 students responded.

#### Recruitment Messages (Email)

Up to 8 recruitment messages are sent to students.

By default NSSE staff will send 5 recruitment messages to all students. Institutions also have the option to send up to 3 additional messages from their campus. All messages can be customized but must use NSSE's IRB pre-approved [templates](#).

Message customization is now closed; you may view preliminary message text by clicking on each message type below. NSSE staff are currently reviewing message content, including incentive text when applicable. Final, approved messages will be available to view before the start of your administration.

[Message 1](#)  
[Message 2](#)  
[Message 3](#)  
[Message 4](#)  
[Message 5](#)

#### Additional Messages (Optional)

Institutions may send up to three additional recruitment messages to students from their own campus. These additional messages can be sent at any point before, during, or after the five messages sent by NSSE, before the survey closes on May 15. Additional details:

- Use this [IRB-approved template](#) to create additional messages. You may customize all sections except those that are highlighted.
- Messages sent from your campus will not include the unique, personalized survey links for each student; instead students are directed to [nsesurvey.org](https://nsesurvey.org) where they can log in to the survey after completing an easy, one-step verification process.
- A disposition file will be available on the Institution Interface after data collection begins. Use this to identify non-respondents to create your mailing list. If sending a pre-survey announcement before the disposition file is available, simply download the population file to create your mailing list instead.
- Consult [NSSE's Dos and Don'ts](#) document for customization guidelines.
- If you are offering an incentive, be sure to include the incentive text submitted to NSSE in additional messages too, per IRB guidelines.

Indicate whether you will send additional messages from your campus.

My campus will send additional messages.

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### Student Portal & LMS Recruitment

You will not add survey links to your portal/LMS.

### Customizing NSSE

#### Consortia

None selected

#### Topical Modules

None selected

#### Student Comments Prompt

You have selected the following for the open-ended student comment question at the end of the survey:

What one change would most improve the educational experience at this institution, and what one thing should not be changed?

#### Institution Logo

[School logo](#) (uploaded December 2 by Crystal Salyer)

[Click here to see a preview of your logo](#) as it will appear on the Informed Consent page of the online survey.

### Technology & Other Resources

#### Ensuring Successful Message Delivery

It is critically important that you coordinate with IT staff well in advance of spring recruitment to ensure successful email delivery. NSSE's IP addresses should be added to your "allowlist", whether your student email system is managed locally or outsourced to a commercial provider (e.g. Google or Microsoft). We also recommend that IT staff monitor message delivery closely to ensure messages are not marked as spam, or flagged in any way that otherwise prevents delivery or causes the recipient to question whether the email is legitimate (i.e., phishing).

Please review and share NSSE's [Preparing IT Environment](#) document with IT staff, along with your recruitment schedule.

The use of commercial providers is increasingly common, and NSSE staff want to better understand the challenges facing campuses related to technology and survey recruitment. If you know that your campus outsources your campus mail system please tell us which commercial mail provider is used.

Service Provider:

#### Promoting NSSE on Campus

New in NSSE: The Institutional Review Board (IRB) governing NSSE requires greater oversight of language used in promotional materials by NSSE participants. In response, NSSE now provides a variety of IRB-approved text for use in your campus promotions. This text can be used in any type of promotions (i.e., social media, campus flyer, screensaver, etc.). The design and layout of promotions are not subject to IRB review and can be tailored according to the customs of your campus.

Promotional materials that do not use IRB-approved language must be uploaded below and will be submitted for IRB review. The upload feature accommodates a variety of document types (.doc, .ppt, .jpg, etc.).

[Visit our website for complete information about using IRB-approved text in your NSSE promotions.](#)

**Customized promotional materials must be submitted three weeks in advance of your first recruitment message (see schedule section).**

Upload customized promotional materials:

No file chosen

Uploaded Custom Promotions	Uploaded	
<a href="#">23-23780 University Assessment NSSE Survey Poster and Digital Flier PR.pdf</a> ✓	2/16/23 by rismith@ilstu.edu	<input type="button" value="Remove"/>
<a href="#">NSSE-info-sheet.docx</a> ✓	2/16/23 by rismith@ilstu.edu	<input type="button" value="Remove"/>

[Tips for a Successful Administration](#)

[Maximizing Respondents Effectively & Ethically](#)

[Using Text Messaging in NSSE](#)

### IRB Documents

[NSSE IRB Approved Documents](#)

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### Campus Contacts

Campus Project Managers cannot remove themselves as a campus contact; you must first change one of the other contacts to the CPM position before removing yourself as a campus contact. Contact your Project Services team if you need assistance.

#### Campus Project Manager (CPM) [\(view more information\)](#)

Ryan Smith [Change](#)

University Assessment Services, 308 Kingsley, Campus Box 2500, Normal, IL 61790-0001 [Edit](#)

[rsmith@ilstu.edu](mailto:rsmith@ilstu.edu), 130-943-2163

#### Campus Administrative Contact (CAC) [\(view more information\)](#)

Derek Herrmann [Change](#)

University Assessment Services, Illinois State University, 308 Kingsley, Normal, IL 61761 [Edit](#)

[djherrm@IllinoisState.edu](mailto:djherrm@IllinoisState.edu), 309-438-7325

#### Auxiliary Campus Contact (ACC) [\(view more information\)](#)

Emmalie Shuck [Change](#)

University Assessment Services, Campus Box 2500, 308 King, Normal, IL 61790-0001 [Edit](#)

[etshuck@ilstu.edu](mailto:etshuck@ilstu.edu), 130-943-2135

#### IT Contact [\(view more information\)](#)

Carla Birckelbaw [Change](#)

[Edit](#)

[crbirck@ilstu.edu](mailto:crbirck@ilstu.edu), 309-438-7525

#### Billing Contact [\(view more information\)](#)

Emmalie Shuk [Change](#)

University Assessment Services, 308 Kingsley, Campus Box 2500, Normal, IL 61790-2500 [Edit](#)

[etshuck@IllinoisState.edu](mailto:etshuck@IllinoisState.edu), 309-438-2135

#### Executive Contact [\(view more information\)](#)

Ani Yazedjian, Associate Provost [Change](#)

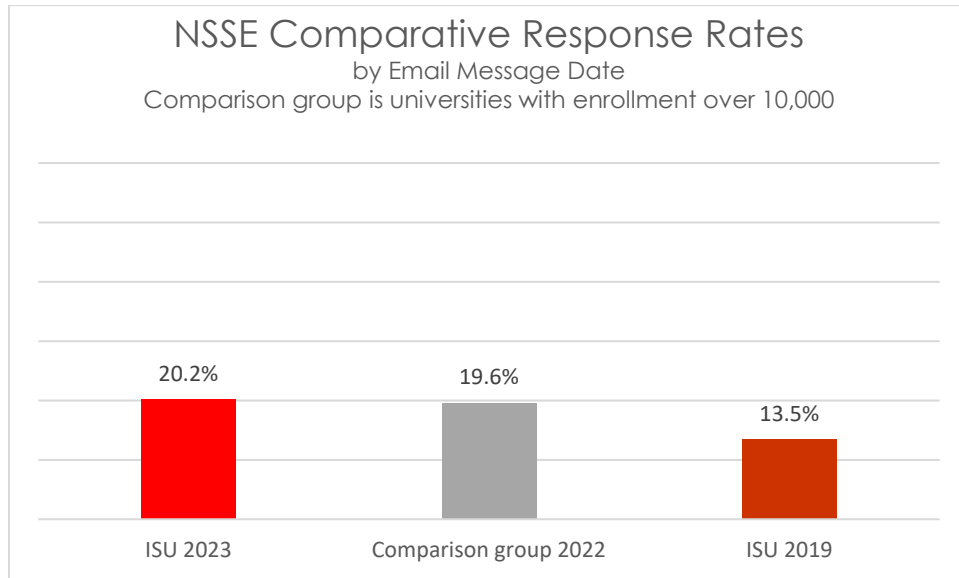
Provost Office, 4000 Provost's Office, Hovey Hall 401N, Normal, IL 61790-1000 [Edit](#)

[ayazedj@ilstu.edu](mailto:ayazedj@ilstu.edu), 409-438-7018

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## Appendix M. Response Rates Rates



### Potential Reasons for Increased Response Rates

- LMS integration.
- Campus collaboration.
- Incentives.

# University Assessment Services

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## Appendix N. Resources

- *Advancing assessment for student success*, 2021, A. Driscoll, et al.
- *Becoming a student-ready college: A new culture of leadership for student success*, 2022, T. McNair, et al.
- *Design thinking in student affairs: A primer*, 2021, J. Allworth, et al.
- *Faculty development and student learning: Assessing the connections*, 2016, W. Condon, et al.
- *How college students succeed: Making meaning across disciplinary perspectives*, 2022, N. Bowman
- *Improving student learning at scale: A how-to guide for higher education*, 2021, K. Fulcher & C. Prendegast
- National Survey of Student Engagement (NSSE) [www](#)
- Student engagement data at ISU [www](#)
- BCSSE dashboard [www](#)

## [LMS Integration Resources](#)

- Indiana U. NSSE [website](#) with examples from other universities
- Indiana U. NSSE webinar with research on using LMS / portals to increase response rate:
  - [PDF](#)
  - [Video](#)
- Research article from Indiana U., S. Sarraf, 2021, [Using Incentives and Learning Management Systems to Boost Survey Response: Do They Work?](#)



# University Assessment Services

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### Appendix O. Thank You Letters

Name	Unit	Title	Address	Cc	Unit	Address
Jim Gee	Center for Integrated Professional Development	Marketing Associate	6370 Center for Integrated Professional Development	Jennifer Friberg Deneca Winfrey-Avant	Center for Integrated Professional Development	6370 Center for Integrated Professional Development 4000 Provost Office
Erin Thomas	Student Affairs	Director, Assessment Engagement Initiatives	2175 Student Affairs Williams Hall	Danielle Miller-Schuster	Student Affairs	2100 Student Affairs
Hillary Campos	University Housing Services	Assistant Director of Marketing and Communications	2600 University Housing Services	Stacey Mwilambwe	Residence Life	2600 University Housing Services
Tracy Widergren	University Marketing & Communications	Associate Director of Publications	3420 University Marketing & Communications	Brian Beam	University Advancement	3420 University Marketing & Communications
Sean Thornton	University Marketing & Communications		3420 University Marketing & Communications	Dave Jorgensen	University Advancement	3420 University Marketing & Communications
Sally Nadeau	Registrar	Outreach Coordinator	2022 University Registrar	Crystal Naurie	Program Director	2022 University Registrar
Arturo Ramirez	Web & Interactive Services	Director	Campus Box 6530	Todd Smoak	Office of Technology Solutions	3380 Office of Technology Solutions
Carla Bickelbaw	Client Services, Office of Technology Solutions	Director	3380 Office of Technology Solutions	Charles Edamala	Office of Technology Solutions	3380 Office of Technology Solutions
Glory Stephenraj	Registrar	IT Support Associate	2202 University Registrar	Stacy Ramsey Pam Walden		2022 University Registrar
Ashley Katz	Research Ethics & Compliance	Program Coordinator	3330 Research Ethics & Compliance	Kathy Spence	Research Ethics & Compliance	3330 Research Ethics & Compliance
Kathy Spence	Research Ethics & Compliance	Director	3330 Research Ethics & Compliance	Jason Wagoner	Research & Sponsored Programs	3040 Research & Sponsored Programs
Ernie Olson	Purchasing	Director	1220 Purchasing	Doug Schnittker		1200 Comptroller's Office
Stacy Brown	Purchasing	Business Administrative Associate	1220 Purchasing	Ernest Olson	Purchasing	
Becca Mellott Billy Holland	Purchasing TechZone	Procurement Officer IT Tech Associate	1220 Purchasing 6360 TechZone	Ernest Olson David Greenfield	Purchasing Student Technology Support Services	6360 TechZone 6360 TechZone

Name	Unit	Title	Address	Cc	Unit	Address
Cooper Cutting	Provost	Assistant Vice President for Academic Planning	4000 Provost	Ani Yazedjian	Provost	4000 Provost
Michelle Neuffer	Milner Library	Marketing Associate	8900 Milner	Dallas Long	Milner	8900 Milner
Holly Johnson	PRPA	Program Assistant	3490 PRPA	Angela Engel	Director, PRPA	3490 PRPA
Wendi Whitman	University College	Interim Director	4060 University College	Amy Hurd	Assoc VP	4000 Provost
Brian Aitken	University College	Intern Assoc Director	4060 University College	Wendi Whitman	University College	4060 University College
Laura Frey	Student Health Services	Admin Aide	2540 Student Health Services	Becky Ludolph	Student Health Services	2540 Student Health Services
Amy Roser	University College		4060 University College	Wendi Whitman	University College	4060 University College
Keenan Wimbley	University College		4060 University College	Wendi Whitman	University College	4060 University College
Barb Rexroat		Business Admin Assoc	4000 Provost	Craig McLaughlan	Provost	4000 Provost

# University Assessment Services

2023 Annual Report & 2024 Strategic Plan

## Appendix F: Previous Annual Report Gallery

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<p><b>University Assessment Office Annual Report 1999-2000 Illinois State University</b></p>	<p><b>UNIVERSITY ASSESSMENT OFFICE ILLINOIS STATE UNIVERSITY ANNUAL REPORT 2000-2001</b></p>
<p><b>University Assessment Office Illinois State University Annual Report 2001-2002</b></p>	<p>FY 2003 Unavailable</p>
<p><b>FY04 Consolidated Annual Report, Planning Document and Budget Request University Assessment Office (UAO)</b></p>	<p><b>FY05 Consolidated Annual Report, Planning Document and Position Request University Assessment Office (UAO)</b></p>
<p><b>FY06 Consolidated Annual Report, Planning Document and Position Request University Assessment Office (UAO)</b></p>	<p><b>FY07 Consolidated Annual Report, Planning Document and Position Request University Assessment Office (UAO)</b></p>
<p><b>FY08 Consolidated Annual Report University Assessment Office (UAO)</b></p>	<p><b>FY09 Consolidated Annual Report University Assessment Office (UAO)</b></p>
<p><b>FY10 Consolidated Annual Report University Assessment Office (UAO)</b></p>	<p><b>FY12 Consolidated Annual Report University Assessment Services (UAS) Misabeled as FY 12; actually FY 11</b></p>
<p><b>Illinois State University Academic Affairs FY 12 Annual Report University Assessment Services</b></p>	<p><b>University Assessment Services Academic Affairs FY 13 Annual Report <small>Submitted: March 2013</small></b></p>
<p><b>University Assessment Services Academic Affairs FY 2014 Annual Report <small>Submitted: March 2014</small></b></p>	<p><b>University Assessment Services Academic Affairs FY 2015 Annual Report <small>Submitted: March 2015</small></b></p>

# University Assessment Services

## 2023 Annual Report & 2024 Strategic Plan

**University Assessment Services**  
Academic Affairs

**FY 2016 Annual Report**  
Original submission: March 16, 2016

**University Assessment Services**  
Academic Affairs

**FY 2017 Annual Report**  
Original submission: March 16, 2017

**University Assessment Services**  
Academic Affairs

**FY 2018 Annual Report**  
Original submission: March 16, 2018

**FY 2019 Annual Report**

Original submission: March 13, 2019

**FY 20 ANNUAL REPORT**

Original Submission: 3/18/2020

**University Assessment Services**

Annual Report  
Fiscal Year 2020-21

**ANNUAL REPORT 2022**

UNIVERSITY ASSESSMENT SERVICES