**Annual Report of the University Assessment Panel**

**2024-2025**

The specific responsibilities of the University Assessment Panel (UAP) include reviewing the university mission statement and the IBHE *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth* strategic plan as a context for assessment; coordinating assessment activities at the undergraduate and graduate levels and in academic support areas; promoting campus-wide assessment activities to improve learning; supporting departments in preparing the assessment component of discipline-specific accreditation reviews; helping position the university for reaccreditation by the Higher Learning Commission; and reviewing department assessment activities in conjunction with program review.

The UAP, led by Amy Buhrow, chair and assistant vice provost of Assessment and Accreditation, and Carrie Zack, assistant chair and associate director of Accreditation, Assessment and Evaluation, met 10 times, beginning September 9, 2024 and ending April 4, 2025.

The UAP reviewed 15 cocurricular assessment plans, 16 academic program assessment plans and 24 assessment summary reports in 2024-2025. Each report was reviewed in depth by one Accreditation, Assessment, and Evaluation Office (AAE) staff member and one UAP member. All documents were available for optional review by all UAP members. Draft feedback was discussed at meetings, and then AAE and UAP readers met with program leaders to deliver feedback. AAE staff provided final feedback reports to program leaders.

Cocurricular – Assessment Plans

* Career Services
* CHANCE
* Huskie Academic Success Center
* Orientation and First Year Programs
* Student Engagement and Experiential Learning
* Student-Athlete Academic Support Services
* TRIO
* University Honors Program
* University Libraries
* Fulbright
* Esports
* Compliance, Integrity, Safety
* Center for Student Assistance
* Student Involvement
* University Housing

College of Visual and Performing Arts – Assessment Plans

* Art and Design Education, B.S. Ed.
* Art and Design Education, M.S.
* Art and Design Education, Ph.D.
* Art and Design, M.F.A.
* Art History and Visual Studies, B.A.
* Art Studio and Design, B.F.A.
* Art, B.A./B.S.
* Art, M.A.
* Music, B.A.
* Music, B.M.
* Music, M.M.
* Music, P.C.
* Theatre Arts, B.F.A.
* Theatre Arts, M.F.A.
* Theatre Studies, B.A.
* Dance Performance, B.F.A.

College of Business – Assessment Summary Reports

* Accountancy, B.S.
* Accountancy, M.A.C.
* Accounting Science, M.A.S.
* Business Administration, B.S.
* Business Administration, M.B.A.
* Data Analytics, M.S.
* Digital Marketing, M.S.
* Finance, B.S.
* Finance, M.S.
* Management Information Systems, M.S.
* Management, B.S.
* Marketing, B.S.
* Operations and Information Management, B.S.

College of Education – Assessment Summary Reports

* Applied Management, B.S.
* Counseling, M.S.Ed.
* Counselor Education and Supervision, Ph.D.
* Curriculum and Instruction, Ed.D.
* Curriculum and Instruction, M.S.Ed.

College of Liberal Arts and Sciences – Assessment Summary Reports

* Political Science, B.A/B.S.
* Political Science, M.A.
* Political Science, Ph.D.

To improve efficiency of report review, AAE staff created artificial intelligence tools to develop first draft feedback reports for assessment plans and assessment summary reports. While these tools do not replace AAE and UAP review, they allowed for more efficient review, consistent messaging, and a greater focus on assessment best practices.

Per UAP bylaws, members are to assist the General Education Committee (GEC) on assessment activities in the general education program. UAP assisted in two ways in 2024-2025. First, each member was asked to join a small task force to review the Baccalaureate Student Learning Outcome rubrics along with GEC members and make recommendations for updates. This work will carry over into 2025-2026 with a call for campus-wide feedback. Next, the UAP reviewed summary data from the fall 2024 general education assessment pilot with MATH 150, 211 and 229. UAP members provided feedback on the process and report.

To expand campus-wide assessment capabilities, UAP supported seven AAE workshops, Annual Assessment Update and Assessment Summary Report and Cocurricular Assessment orientations and the Assessment of Student Learning Showcase which focused on faculty engagement. Workshops included:

* Writing Good Degree Program Student Learning Outcomes
* Alignment and Coherence of SLOs
* Assessment Methods for Informed Decision-Making
* Analysis of Data, Decision-Making and Gauging Impact
* UDL as a Framework for Equitable and Inclusive Excellence
* Time-saving Generative AI Tools for Assessment
* AI and Making Decisions about Student Use of Generative AI

Finally, the UAP decided to change the Assessment Summary Report and Plan review and feedback process for the 2025-2026 cycle. Each report will continue to have two UAP reviewers – one AAE staff member and one UAP member. Program representatives will be invited to a virtual UAP meeting for a consultation and discussion of the documents submitted. After the meeting, program leaders will receive feedback reports by email and the documents will be placed in their Assessment Data and Reports SharePoint folders. These changes are being implemented to improve the efficiency of the review process.

Respectfully submitted,



Amy Buhrow

University Assessment Panel Chair

Assistant Vice Provost for Assessment and Accreditation