Grand Challenges in Higher Education Assessment 2021-2026 Strategic Plan
Produce actionable and visible assessment findings that drive innovation and improvement

Introduction

The field of assessment has shifted from conducting assessment to demonstrate compliance towards producing actionable assessment findings to drive innovative learning improvement and informed decision making (Blaich & Wise, 2018; Pasquerella, 2018). To effectively drive innovation, it is essential to improve assessment methodology so that assessment findings inform our understanding of the outcomes associated with innovative practices. We must identify the causes of gaps in student learning and success, identify evidence-based solutions, determine whether selected interventions are implemented correctly, and measure the extent to which interventions drive improvements (Eubanks, 2017; Fulcher, Smith, Sanchez, Ames, & Meixner, 2017). To move towards an innovative, visible, and actionable model of assessment, institutions must develop institutional frameworks of integrated institutional effectiveness (IIE). IEE requires the purposeful coordination and integration of institutional functions and processes that support institutional performance, quality, and efficiency (AHEE, 2021). As can be seen in Figure 1, within the triad of teaching and learning, discovery, and engagement, there must be integration between strategic and operational planning, outcomes assessment, institutional research, regional and specialized accreditation, and program/unit review. Integrated institutional effectiveness will encompass all that an institution does and tie it directly to its mission.

Frequently assessment is only seen through the academic lens when it has the potential to address the academic, co-curricular, extra-curricular *and* administrative aspects of the institution. An expanded view of assessment sets the stage for integrated planning, collaborative governance, and change agility informed by data. Under this evolved strategy, innovative processes tie in well with braver and safer spaces to discuss the data which allows institutions to: Foster collaboration across campus units to become a mission-driven and data informed; Provide opportunity for members of the campus community to craft programs that advance academic excellence, discovery and engagement, and foster student learning and development; Use institutional performance measures to link student learning outcomes data to institutional planning and budgeting, resource allocation, and priority setting; Monitor environmental trends that extend the distinctive competitive advantage of institutions while attending to internal challenges and external threats; Model collaboration and transparency in the use of institutional performance data, and; Promote a campus culture of continuous improvement to ensure institutional vitality and operational excellence (Seymour & Bourgeois, 2018).

Plan Structure

Goal 1: Advance innovative approaches to institutional excellence

    Objective 1.1: Improve integrated planning skills in senior leadership, faculty, and staff

    Objective 1.2: Increase the use of integrated planning

    Objective 1.3: Share innovative models of assessments used to guide resource allocation

    Objective 1.4: Create brave and safe spaces to promote an innovative culture (policy, planning, collecting, reporting)

    Objective 1.5: Create opportunities to experiment with alternative approaches to teaching

Goal 2: Advance innovative approaches to making institutional findings actionable

    Objective 2.1: Improve quality of data by improving planning

    Objective 2.2: Improve data collection by adding implementation fidelity descriptors

    Objective 2.3: Improve data interpretation by increasing stakeholder engagement in the interpretation of findings

Goal 3: Advance innovative approaches to making institutional findings visible

    Objective 3.1: Create and disseminate data visualization and data story resources

    Objective 3.2: Increase use of data visualizations

    Objective 3.3: Increase use of data storytelling

Full Plan
Goal 1: Advance innovative approaches to institutional excellence

Challenges have emerged in higher education since the mid 1990's, including politicization of higher education, decreased student enrollment, and COVID-19 (Klor de Alva & Christensen, 2020; Lesane II, 2020). These stressors and catalysts of change render a commitment to changes in institutional effectiveness a national priority (Metz, 2020). Linking integrated planning (IP) to the work of institutional effectiveness (IE) is key to creating mission-driven institutional improvements. IP is an innovative and sustainable approach to planning that builds relationships, aligns the organization, and emphasizes preparedness for change (Santilli, 2018). The organizational alignment, fundamental to IP must occur both within and between units, so that staff and faculty work in collaboration to meet their institution's mission and goals, by displaying proactive long-term planning and operational agility. IP promotes and sustains institutional effectiveness and excellence. In view of this, IE offices should be situated in and inform strategic and operational integrated planning (see Figure 1).

Objective 1.1. Improve integrated planning skills in senior leadership, faculty, and staff

Successful innovations require integrated planning across an institution. Operationalizing IP requires cross-functional teams and boundary-spanning leadership that link strategy and implementation within and between domains and develop skills across units. To actualize these goals, IE professionals must be prepared to function at the nexus of strategic, tactical, and departmental planning and IE offices should serve as a "command center" within an institution's infrastructure and work in concert with senior leadership to conduct the internal and external analyses that inform strategic, tactical, and departmental plans.

Year	National Tactics	Local Tactics
1	**Develop IP communications toolkit for use by leadership -** Work with organizations to define roles for IE and IR, describe how IP and IE work differs from IR, assessment, and accreditation	**Provide resources for** linking budget/resource allocation to goals and assessment findings
2	**Develop a toolkit for use in IP -** Include templates for environmental scans, structural, personnel, and process changes.; see SCUP models; Create tools to assess the quality and quantity of IP	**Improve resources for IP -** invest in SCUP, Bryson, and other similar organizations
3	**Promote national training opportunities** through organizations for IE and IR to develop IP skills (see Appendix C)	**Train** administrators, faculty, and staff in IP
4	**Encourage national organizations to support development of IE training network -** Establish partnerships (AIR, SAAL, AALHE, NASPA, SCUP, ACPA) to define IP and IE in student affairs and co-curricular areas; create IP strategies for IE in these contexts	**Integrate** student affairs and co-curricular/experiential learning into IP
5	**Create mechanisms for recognizing best practices in use of IP**, such as a Baldrige Award or special journal issues; Secure funding and establish award criteria; create IE certifications	**Apply for an IP award** to recognize campus accomplishments

Costs: content developers, marketing plans aligned with the programs, communications, graphics, funding for awards

Performance Outcome: By 2026 there will be a national consensus on best practices for IP and training will be readily available to support high quality IP at institutions of higher education. Each subsequent year a higher proportion of institutional staff and leadership will be trained in IP.

Objective 1.2. Increase the use of integrated planning

Institutions trying to increase the speed of improvements through IP lack guidance regarding the skills needed to successfully integrate planning. Strategic alliances and a cohesive plan must be developed to encourage momentum within the assessment and higher education community. Agreement around the skills needed and the practices that should be followed to accomplish IP will help institutions of higher education more effectively drive innovations and improvements.

To improve IP, we must improve the extent to which we follow individual students over time. Through analyses of when and how to change via constant environmental scanning of both the internal and external environments impacting the institution, integrated planning creates a culture of innovation and enables campuses to be change-ready. Assessment, program review, and institutional planning efforts help institutions calibrate their internal operations according to external demands to remain nimble and future oriented.

Year	National Tactics	Local Tactics
1	**Develop national framework for IE** – describe IE and how IE relates to IR; Create IE badges or micro-credentials; Create certification programs to recognize skilled IE professionals capable of IP	**Create IE offices that are part of institutional leadership** and oversee all aspects of planning, assessment, and related activities; advocate for sufficient staffing **–** See data at https://www.cupahr.org/
2	**Develop software to integrate information from multiple units** –learning management and student information systems, financial aid, co-curricular, alumni, admissions, graduate student application, and support services	**Incorporate institutional effectiveness badges or micro-credentials** in educational leadership and higher education degree programs
3	**Advocate for participation in national system assigning individual K-12+ ID numbers that travel with students from kindergarten through graduate study** - Professional organizations can advocate for State and federal agencies to tie financial incentives to establishment of individual ID numbers	**Unify assessment, planning, program review, and research** - Provide professional development to support integration
4	**Create mechanisms for sharing information on data integrity, veracity in reporting, and data governance**	**Improve access to data for IP and improving student learning** – identify barriers and implement strategies
	Develop templates for RFPs for purchasing software for managing, integrating, and extracting data	**Implement data sharing practices -** Identify and train management team; develop implementation plan; build confidence and awareness
5	**Conduct research on the effectiveness of IE and IP** - Determine metrics to assess institutional IP efficacy. Encourage research via special calls	**Adopt systems for documenting student learning over time**: Consider a comprehensive learner record

Costs: Communication; develop and provide certification and badges; Funds to pay designers and provide technological support;

Possible Sources of Support - Start up fees from a source like LUMINA, Educause, or AALHE; Partner organizations or new non-profit (or for-profit); Continued funding could come from organizations using the services; Consult with Lumina Foundation, NASPA, and AACRAO to support comprehensive learner record; Work with National ClearingHouse to integrate platform for a comprehensive learning record (CLR); IMS Global are creating CLR technology standards

Performance Outcome: By 2026 there will be agreement around the skills needed to accomplish institutional IP. As awareness of needed skills increases, more institutions of higher education will engage in effective IP.

Objective 1.3. Share innovative models of assessments used to guide resource allocation

By strategically dedicating resources to innovations that are causing improvements, institutions will make more rapid progress towards their mission and vision. However, integrating budgeting decisions with assessment and planning has been difficult. Many institutions allocate resources based on past funding histories with little alignment to institutional goals and little consideration of findings from the assessment of student learning, academic program reviews, or administrative program reviews. As institutions embrace new models of IE, it is important to find ways to improve alignment between institutional goals, resource allocation decisions, and performance data, especially data on student success.

Year	National Tactics	Local Tactics
1	**Develop training on budget/resource allocation and IP -** Offer workshops at conferences and online training	**Send staff to receive training** to integrate resource allocation with integrated planning
2	**Present information on establishing IP budget processes to higher education leadership -** Host workshops/webinars to train leaders on establishment of procedures to support alignment of budget with assessments and planning	**Anchor budgetary decisions to IE data** with the understanding that improvement may require long time frames – attend training offered at national conferences

Costs: Money to create programs; spaces to hold training programs; people to lead the programs; payment for speakers/instructors

Performance Outcome: By 2026 training on the integration of budget decisions with institutional goals and assessment results will be readily available. As awareness grows, more institutional leaders will receive training and establish procedures to support the alignment of budget with assessments and planning

Objective 1.4. Create brave and safe spaces to promote an innovative culture (policy, planning, collecting, reporting)

Framing strategic and assessment discussions as opportunities for learning creates *brave and safe spaces* for transparency and growth. A complete review of *all* assessment evidence can help faculty and administration identify aspects of programs that are working well and where students and other stakeholders struggle (Tucker & Stanny, 2021). A full consideration of failures as well as successes is required for institutional improvements. Therefore, it is necessary to create norms, practices and structures that allow honest accounting of the data -- "the good, the bad, and the ugly" -- to senior leadership without fear of reprisal.

Year	National Tactics	Local Tactics
1	**Create best practices and criteria for recognition around "promising failure" data storytelling** - Limit power differentials among stakeholders; engage stakeholders in program and institutional-level assessment work; design avenues for reflection on promising failures	**Create campus norms, practices or structures that allow IE experts to confer honest accounting of the data** "the good, the bad, and the ugly" to leadership without fear of reprisal
2	**Create national incentives the sharing of the "good, bad, and ugly" assessment data -** Identify organization to sponsor recognitions; Issue calls for recognition; Offer recognitions	**Add a level of peer review to assessment reports –** invite peers to focus on what can be learned from failures
3	**Disseminate best practices through conference presentations and publications**	**Have IE professionals report directly to senior leadership -** Revise job descriptions to include new hierarchy

Note about local tactics: We need to value incremental change, which can be transformative over time (usually takes 3-5 years for incremental change to produce significant changes in institutional culture).

Costs: Recognitions, conference attendance

Performance Outcome: By 2026 assessment discussions will take place at more institutions and be viewed as opportunities to examine successes and failures to make future improvements.

Objective 1.5. Create opportunities to experiment with alternative approaches to teaching

Innovation and improvement require the safety to try new techniques. In 'brave spaces' faculty can experiment with innovative teaching strategies, course structures, and assignments without fear of negative consequences for early efforts that do not function as expected. Policies that allow faculty to note innovative strategies in promotion and tenure discussions by adding additional points for trial strategies or allowing faculty members to exclude one semester of course evaluation data from high-stakes decision processes may create a safe zone for exploration of new curriculum and teaching models.

Year	National Tactics	Local Tactics
1	**Create best practices that encourage faculty to innovate** and protect them from negative consequences – Consider reappointment, promotion, and tenure guidelines	**Revise policy and practices to encourage innovation** - Create proposal for exemption from review or temporary exclusion of course evaluations in tenure and promotion; Create processes for small and complex innovations
2	**Disseminate best practices**	**Establish a grant for innovative teaching strategies -** Determine budget 'buckets' based on cost for approvals; Establish a proposal submission process
3	**Gather case studies of campuses following best practices**	**Draft proposals for alternative teaching assignments** - Consider submission timeframes (annual/other), review process, Approval process, Publication of approved proposals

4	Disseminate case studies	Track implementation of projects - Identify successes and challenges; hold mid- and endpoint meetings to monitor implementation; Gather data
5		Determine success of innovation strategies and make revisions - Analysis of data; Stakeholder discussion of results; Close loop - modify or continue strategy

Costs: Time for creation of best practices and gathering case studies, dissemination costs

Performance Outcome: By 2026 there will be national awareness of best practices for encouraging faculty to try new teaching techniques. As the best practices become well know, increasing number of institutions will create policies to support faculty innovation.

Goal 2: Advance innovative approaches to making institutional findings actionable

Rapid progress towards improvement requires integrated planning using high quality data. Each stage of the assessment process can be improved in ways that will make assessment findings more robust, more valid, and more reliable. We must create conditions that foster equitable participation, carefully select evidence for analysis, and ensure that appropriate stakeholders are included in planning, data collection, and reporting. Actionable assessment findings that lead to improvement are presented with relevant information to make data-informed decisions which includes information about what contributed to the outcome, how well a program or policy was implemented (implementation fidelity) and a complete presentation of successes as well as failures.

Objective 2.1 Improve quality of data by improving planning

The first step towards improving assessment data is creating assessment plans that consider all aspects of success. Including relevant stakeholders in the planning phase of the assessment process ensures that assessed outcomes will be useful. Consult internal stakeholders from your institution, external stakeholders interested in the performance of your institution, and peer colleagues in similar fields. Unit level assessment outcomes should be selected with a focus on effectiveness, efficiency, and quality of unit performance. Effectiveness outcomes explain how well a unit provided services (including assessment of student learning outcomes). Efficiency outcomes add time and cost valuations to the performance of a unit. Quality outcomes captures the satisfaction with the performance and monitors the balance between effectiveness, efficiency, and satisfaction.

Year	National Tactics	Local Tactics
1	**Create guidelines for effectiveness, efficiency, and quality assessment outcomes** through discussions with internal and external stakeholders	**Audit existing assessment plans -** determine which plans include measures of effectiveness, efficiency, and quality
2	**Disseminate Guidelines**	**Create institutional plan to improve assessment plans** with input from stakeholders
4-5	**Gather and disseminate examples** of effective use of guidelines to improve assessments and increase stakeholder engagement	**Improve assessment plans –** Engage representative groups of stakeholders in plan revisions

Costs: Time for creation of guidelines and gathering case studies, dissemination costs

Performance Outcome: By 2026 there will be national awareness of best practices for creating quality outcomes with input from internal and external stakeholders that balance effectiveness, efficiency, and satisfaction. As the best practices become well know, increasing number of institutions will create policies to support faculty innovation.

2.2 Improve data collection by adding implementation fidelity descriptors

Assessment results, presented in a way that captures the full story of the success or failure of the intended outcome, can captures the "why" of what happened in the implementation of the strategy. These stories help capture whether the success (or failure) resulted from the delivery of the initiative (implementation fidelity) or another reason. (Smith, Finney, & Fulcher, 2017).

Year	National Tactics	Local Tactics
1	Disseminate implementation fidelity training materials	Educate individuals about implementation fidelity to participate in pilot program - Create clear guidelines for implementation; Meet with each academic department and key constituent groups
2	Gather case studies of effective uses of implementation fidelity	Create implementation fidelity monitoring group - Establish 2-3 member teams for each degree program (or multiple programs); group meets with assessment coordinator to monitor implementation fidelity
3	Disseminate case studies	Analyze and integrate fidelity data with student learning outcomes assessment data
4		Share integrated data with stakeholders in a way that is meaningful and actionable
5		Assess pilot program - Revise as needed and scale up

Costs: Time for creation of materials and gathering case studies, dissemination costs

Performance Outcome: By 2026 there will be increased national awareness of best practices for including implementation fidelity into assessments. As the best practices become well know, increasing number of institutions will create assessment protocols that include implementation fidelity.

2.3. Improve data interpretation by increasing stakeholder engagement in the interpretation of findings

To drive innovation and improvement we must create spaces for stakeholders to discuss assessment findings. The intentional sharing of data from the unit level to the institution connects micro-level reporting with institutional (macro-level) decision makers, increasing the usefulness of the data. Intentional collaboration between data stakeholders, including academic affairs, student affairs, finance, enrollment, students, and governance bodies, is necessary to identify, understand, and encourage improvements (Moreno & Song, 2021). To accomplish this, a comprehensive communications and knowledge translation plan is essential.

Year	National Tactics	Local Tactics
1	**Create templates, resources, and best practices** for communications and knowledge translation plans that will engage stakeholders in the interpretation of assessment findings	**Adopt a stakeholder engagement framework -** Identify groups of stakeholders; select engagement framework; Create implementation plan; Engage in dialogue with stakeholders regarding their understanding and developing expertise; Post engagement framework (hard copy and electronic); use it in decision-making.
2	**Pilot template and resource use at institutions** - Train institutions on sharing reports and provide template/resources; Help institutions outline internal and external subject matter experts	**Share micro-level (unit) assessments at the institutional level** – follow your stakeholder engagement framework to solicit broad feedback and discussion
3	**Revise templates and resources –** use feedback to make improvements	**Increase inter-unit communications by encouraging expert subject matter reviews** of academic programs and support services effectiveness reports
4+	**Reward/recognition programs for stakeholder engagement "Best practice or Good Practice"** documents	**Increase micro-to-macro level communication –** encourage discussions of assessment findings by governance bodies; create policies to encourage review of assessment findings prior to decisions

Costs: creation of materials and dissemination costs

Performance Outcome: By 2026 higher education leadership will be aware of the need to have a comprehensive communications and knowledge translation plans for assessment findings. As awareness grows, more institutions will engage broad groups of stakeholders in discussions of assessment findings and these findings will be used to make institutional decisions with greater frequency.

Goal 3: Advance innovative approaches to making findings visible

As IP serves as connective tissue among disparate institutional efforts, integrated data collection provides the information systems that inform coordinated, campus-wide initiatives to increase IE. To ensure institutions improve, promote equity, and facilitate student growth, a culture of integrated data collection, use, and governance must be established to make findings visible. This includes making key information available in a timely manner to students, staff, faculty, administrators, and stakeholders on and off campus. The third goal focuses on making findings fully visible so that discussions of results can drive improvements. We assert that a "one stop shop," for accessing analytics tools and information, should be established. Additionally, when telling assessment or data stories, it is vital to add explanatory context.

Objective 3.1. Create and disseminate data visualization and data story resources

To make data actionable, databases must be designed to visualize and disseminate data. This requires better tracking of students after graduation and integration among learning management software, data warehouses, and external sources such as state coordinating boards. Trusting relationships and consistent communications among database administrators, database managers, other IT professionals, compliance administrators, IR staff, assessment experts, and others, such as a senior enterprise architect, will be essential to this process (Ekowo & Palmer, 2017).

Year	National Tactics	Local Tactics
1	**Disseminate best practices for data visualization and storytelling** - develop resources for learning outcomes, student services, and administrative units; Offer keynote addresses and tracks for at national meetings; Give visualization resources as conference door prizes; Disseminate resources via a journal special edition	**Select software to support visualizations** (e.g., Power BI, Tableau, Excel, Adobe, infographics maker software)
2	**Offer trainings in the use of data visualizations and data storytelling** through national conferences and webinars	**Review best practices** – Send employees to webinars on data visualization and data storytelling
3	**Establish a national system and protocols for surveying alumni to increase response rates to measures of learning over time** - Incorporate the NASPA toolkit of best practices for surveying alumni, and/or other organizations	**Improve access to alumni data**
4	**Create national database for alumni outcome data to support long-term stories** - Include information like National Student Clearinghouse; Use for identifying growing fields, assessing learning over time to improve institutional programs, and funding; Develop privacy and confidentiality parameters; Create pilot with cross section of institutions to assess usefulness of the database	**Provide support for early adopters of data visualizations and data story telling** - create user-interfaces; discuss limitations with early adopters and make improvements
5	Improve database and begin dissemination	Participate in national alumni database

Costs: Funding for system creation; seek opportunities to partner with software vendors

Possible Partners: Work organizations' data systems that track alumni; creating integration between datasets, training

Performance Outcome: By 2026 there will be more tools available to create data visualizations and data stories and there will be improved access to post-graduation data

Objective 3.2. Increase use of data visualizations

The point of any data presented to an external stakeholder is to illustrate the assessment findings in a way that can be easily understood. Proper data visualization can communicate findings quickly so that stakeholders can focus on implementation strategies rather than understanding the data. When stakeholders engage fully with assessment data, they are more likely to use the findings to guide resource allocations and decisions. Faculty, staff, and administration will need support in using data visualization tools. Professional development and accessible online resources encourage the use of data visualization and assessment storytelling.

Year	National Tactics	Local Tactics
1	**Encourage increased data visualization -** Obtain endorsements from national organizations; issue calls for presentations of best practices; Ask journals to publish section of good examples	**Conduct needs assessment for data visualization** - Engage with stakeholders to determine the relevant data stories that need to be told and with faculty and staff to learn what supports are needed
2	**Disseminate best practices -** Share presentations digitally to extend reach	**Provide "data academy" for data visualizations** - Provide software trainings and study time for staff; Maintain sustainable resources
3	**Create recognitions -** Create awards for best use visualizations (student affairs, instructional outcomes, title, use of color, narrative, or poster transformation)	**Pilot the usefulness and effectiveness of software for visualizations -** Convert a few major reports into visualizations; Publish internally; Research use by stakeholders to make decisions, disseminate and discuss findings
4	**Offer award winners presentation slot at national conference or a discounted rate to attend national conference** (e.g., $10 off registration or annual membership per award)	**Revise process and scale up** - Provide tips and guidelines for generating visualizations; improve and refine best practices in the local context; Publish visualizations externally

Costs: conference slots, labor to create and award recognitions, cost of awards

Performance Outcome: By 2026 more individuals who create assessment reports will make use of data visualizations

Objective 3.3. Increase use of data storytelling

Data storytelling uses narratives and illustrations along with numbers to effectively share analyses of data with a broad audience. Data stories are easily transferred from a compliance-style report onto post-lets (mini-posters) that can be displayed throughout the institution to share findings with a wide audience. By increasing the use of data stories, we will increase the extent to which assessment findings are visible to stakeholders and can be used to direct progress towards institutional improvements.

Year	National Tactics	Local Tactics
1	*Objective 3.1 includes data storytelling professional development*	**Provide training in data storytelling** for assessment and IR professionals
2	**Disseminate best practices and case studies -** Special journal on data storytelling resources and examples; National organization hosts week highlighting data storytelling	**Encourage internal data stories -** Issue a call for posters, post-lets, or data submissions - Share a poster template; Host open labs to help develop ideas; Host "Learning Improvement" poster series or assessment week sharing best practices and promising failures; Display posters during convocation or faculty development
3	**Solicit and publish data stories about effectiveness of higher education** - Collaborate with industry stakeholders and policy advisors to identify higher education stories to share	**Encourage external data stories -** Collaborate with local stakeholders to determine data stories to share with community via social media and local news; Create stories to share at a state, regional, or national venue.

Costs:

Performance Outcome: By 2026

Appendix A - Figure 1

A Model of Institutional Effectiveness as both a Noun and Verb through Integrated Planning
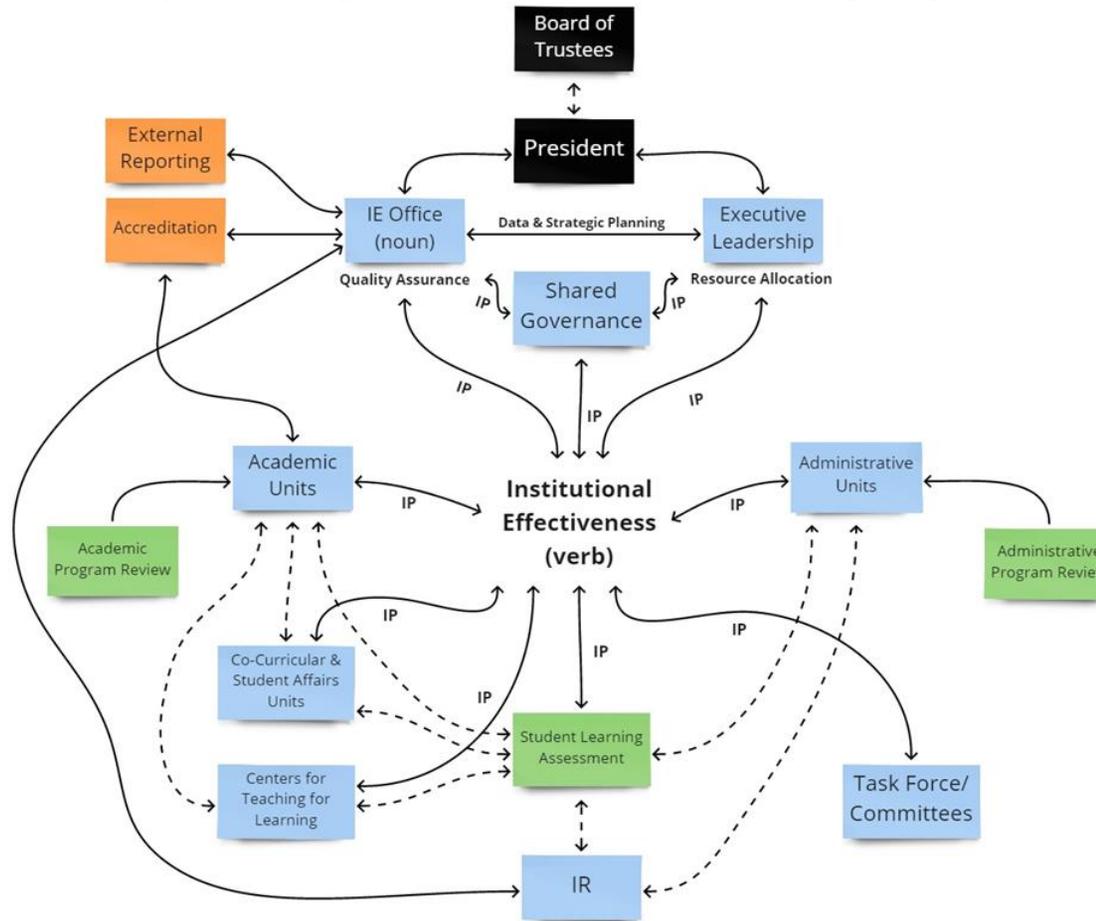
Note. This figure demonstrates the function of IE as both a noun and a verb in the broad institutional context. Black and blue boxes denote official university personnel and functions. Orange boxes denote external regulatory entities and functions. Green boxes denote mechanisms for gathering and using institutional data. Solid lines represent data collaboration to support integrated planning. Dotted lines represent data collaboration to support work at unit levels.

Appendix B - Working group members

Angela Bowlus, Director of College of Management Advising Center, Metropolitan State University

Angela Bryan, Director of Institutional Effectiveness, University of West Florida

Edward Collins, Executive Director of Assessment, Southern Methodist University, Kentucky

Carley Dear, *co-chair*, Director of Assessment, University of Mississippi Medical Center, teaches and has worked in institutional research and effectiveness in higher education at two- and four-year institutions. She has experience with K-12 and higher education accreditation.

Dr. Lina Di Genova, Director of Strategy, Assessment and Evaluation in Student Services at McGill University, has experience in organizational performance metrics, is on the steering committee of the Best Practices Network in Canadian Higher Education: Making a Positive Impact on Student Mental Health, co-chairs the Campus Mental Health community of practice with the Canadian Association of College and University Student Services, and received the 2020 CACUSS Leader in Learning Award and the 2019 Student Affairs Assessment and Research Conference Assessment to Action Award.

Ashli Grabau, Director of Strategic Initiatives and Assessment for Student Affairs, University of Missouri, is pursuing her doctoral degree in Educational Leadership and Policy Analysis.

Erin M. Isaacson, *co-chair,* Assistant Director of Institutional Assessment, Liberty University Office of Institutional Effectiveness, assists in the development of a culture of improvement across the University by facilitating the assessment process for academic and non-academic schools and departments. She is currently working on a Doctorate in Strategic Leadership from Liberty.

Gregory Lin, Assessment Coordinator, Drake University, Iowa

Kirstin Moreno, Ph.D., Education Manager and Assistant Professor of Academic Affairs, Oregon Health & Science University, runs faculty development and mentorship programming and coordinates academic and student affairs assessment processes at the institutional level.

Nicholas R. Santilli, Ph.D., *co-chair*, Senior Director for Learning Strategy for the Society for College and University Planning (SCUP), drives the development of learning content for individual practitioners and institutions looking to build the professional competencies in integrated institutional planning including the SCUP Planning Institute, a professional development program that builds institutional capacity for integrated planning in higher education.

Teri Schnelle, Director of Projects and Partnerships, The University of Iowa

Xiaomei Song, Director of Assessment and Program Evaluation, College of Medicine, Central Michigan University, received her Ph.D. in Measurement, Assessment, and Evaluation. Her primary research interests include test validity and fairness, clinical performance evaluation, progress assessment and continuous quality improvement, and institutional effectiveness.

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Constance Tucker, Vice-Provost for Educational Improvement and Innovation, Oregon Health & Science University

Dr. Robert Wilkinson, Director of Institutional Research and Effectiveness, Bemidji State University /Northwest Technical College, holds a B.A. in History, a M.A. in Higher Education/Student Personnel Administration from the University of Missouri-Kansas City and a D.Ed. in Higher Education from The Pennsylvania State University

Dr. Melissa Williams, Director of Institutional Effectiveness and Assessment, Colorado Technical University focuses on the pursuit of organizational success by way of mission-based continuous advances, her passion is emotional-intelligent leadership and being a JEDI (justice, equity, diversity, inclusion) Master.

Appendix C - CORE Staffing for an IE Office

At a *minimum,* these skill sets should be assumed among four or more staff within the IE office. As noted previously, IE staff should work in partnership with stakeholders from many other units, including the president's office, the provost's senior leadership team/college deans, financial aid, admissions, student affairs, information technology, records and registration, finance, and student support.

1) Leader of IE Office (Associate Provost or Associate Vice President)
2) IE Data Analysts (Managing 3-4 large scale projects annually, including forecasting, business intelligence, and required reporting for IPEDS)
3) IE Programmer (Expert in extracting data, writing SQL code, creating reports, managing survey software such as Qualtrics)
4) IE Data warehouse expert (working on faculty files, FTE, data for annual reports)
5) IE Director of Assessment
6) IE Accreditation Liaison/Supervisor of Program Reviews
7) IE Budget Analyst
8) IE Data Visualization Expert (Tableau or Power BI)

Close Partnerships/Crossover: If your core IE group does not have skill sets in the domains listed below, then additional institution staff from other areas should be dedicated to the required roles.

1) Strategic Analysis/Enrollment Planner. Enrollment management, recruitment, transfer student's assimilation, retention, and graduation are all inextricable facets of IE.
2) Policy or Compliance Officer.
3) Student Affairs Assessment Expert
○ Timeline: 1-5 years
○ Assessment plan: development of a HR plan to cover all areas above along with hiring plans and justifications
○ Metrics of advancement: development of the plan; filling of positions
○ Fiscal, human, or other required resources: budget to allow hiring of essential staff

Appendix D - References

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