

# **FY08 Consolidated Annual Report**

## **University Assessment Office (UAO)**

Submitted by: Dr. Mardell A. Wilson, Director  
March 2007

### **I. Accomplishments and productivity for FY 07**

#### **A. List the unit's goals and how the goals support Educating Illinois.**

**GOAL 1:** To plan, implement, analyze, summarize results, and disseminate reports for institution-wide surveys including, but not limited to:

- a. Student Engagement surveys
- b. Faculty Engagement surveys
- c. Alumni Survey

Goal 1 specifically supports the efforts of *Educating Illinois'* Goals 2 and 3. A variety of surveys are administered through the University Assessment Office in an effort to provide relevant information regarding numerous attributes of the students and alumni of Illinois State University. This information is helpful in the design and implementation of many campus wide efforts including the First-Year Experience and American Democracy Project. In addition, Alumni Survey data are provided to departments and schools to monitor annual performance as well as provide longitudinal information that is beneficial in the preparation of accreditation reports and/or program review.

**GOAL 2:** To serve as co-researchers on select assessment projects of college and university programs, including but not limited to:

- a. General Education
- b. University College Initiatives
- c. Student Affairs Initiatives
- d. Center for Teaching, Learning, and Technology [CTLT]

The UAO Goal 2 also supports initiatives outlined in *Educating Illinois'* Goals 2, 3 and 7. The UAO encourages assessment projects that support both curricular and co-curricular efforts. In addition, there are a variety of opportunities for faculty and staff to collaborate with the UAO on specific assessment related research projects and/or provide consultation to faculty seeking assistance with developing the assessment measures and when seeking external funding.

**GOAL 3:** To advise faculty and staff on purpose, design, methodology, and use of formative assessment techniques:

- a. Classroom level assessment
- b. Departmental projects
- c. Interdisciplinary approaches
- d. Student affairs and developmental learning outcomes
- e. Accreditation activities

Goal 3 of the UAO compliments the efforts of *Educating Illinois'* Goals 3 and 5. The development of formative assessment techniques supports the ongoing commitment of Illinois State University to enhance the instructional opportunity and outcomes for students. Developing measures that validate strengths and identify areas for improvement as initiatives such as the American Democracy Project, Political Engagement Project, FOCUS Initiative, and Partnerships for Student Learning are integrated into the curriculum, a sense of quality assurance is maintained.

**GOAL 4:** To engage in outreach activities, including:

- a. Publish and distribute widely an assessment newsletter at least two times per year
- b. Create and maintain an assessment web site
- c. Conduct workshops on assessment project development and implementation in cooperation with Center for Teaching, Learning, and Technology [CTLT]
- d. Present results of assessment research to appropriate campus constituencies
- e. Manage an annual grant program for assessment project as funds are available

**GOAL 5:** To work with other units to increase cooperation and coordination of assessment on campus:

- a. Serve on appropriate campus committees related to assessment
- b. Disseminate data from assessment projects to campus constituencies, according to FERPA (Family Educational Right to Privacy Act) guidelines

The multiple aspects of engagement in outreach activities as outlined in the UAO Goals 4 and 5 sustains the commitment *Educating Illinois* has made to these same efforts [Goal 7]. Maintaining a network in which assessment information and resources is available to the campus and community is imperative to communicating the many successes of our faculty, staff and students at Illinois State University.

**GOAL 6:** To maintain a level of expertise in higher education assessment through staff development activities.

- a. Read current literature in the area of higher education assessment
- b. Attend appropriate assessment conferences and skills workshops, as budget permits
- c. Present and/or publish assessment-related research in regional or national conferences and publication

Certainly Goal 6 of the University Assessment Office clearly speaks to the mission of the University by supporting activities which *promote the highest academic standards in our teaching, scholarship, and the connections we build between them*. Enhancing the visibility of the UAO both on the campus and national level is a primary initiative of the office. Goal 6 frames the quality of the office and the dedication to moving the University's strategic plan forward.

## **B. List the major accomplishments for each goal.**

**GOAL 1:** To plan, implement, analyze, summarize results, and disseminate reports for institution-wide surveys including, but not limited to:

- a. Student Engagement surveys
- b. Faculty Engagement surveys
- c. Alumni Survey

### **BCSSE – Beginning College Survey of Student Engagement**

During Summer 2006, 1792 incoming first-year ISU students were given the opportunity to respond to the Beginning College Survey of Student Engagement (BCSSE) during PREVIEW. A 70.1% response rate (n=1248) was achieved. BCSSE provides information regarding students' engagement during their high school experience. In Spring 2007 these same students will be surveyed utilizing the National Survey of Student Engagement (NSSE). BCSSE data were utilized to develop the publication *Illinois State University Students: the Millennial Generation – Interpretation of Results from the 2006 Beginning College Survey of Student Engagement* which highlighted the millennial characteristics of our incoming students. This locally disseminated publication served as a foundation for the presentation for faculty by Dr. Mark Taylor regarding Generation NeXT, which was sponsored by the Faculty Excellence Initiative.

### **FSSE – Faculty Survey of Student Engagement**

During the Spring 2006 semester faculty were invited to participate in the Faculty Survey of Student Engagement [FSSE]. FSSE provides faculty an opportunity to respond to complimentary questions of the National Survey of Student Engagement [NSSE] in an effort to obtain faculty's perceptions and contributions towards students' academic and social experiences at ISU. NSSE was most recently administered to a sample of 2000 freshmen and 2000 seniors in Spring 2005. A response rate of 26% was obtained and the sample was considered representative of the larger ISU population of first year and senior students. This survey asked students to respond to various aspects of their academic and social experiences at ISU. For FSSE a response rate of 51% was obtained and responses were representative to the larger population of our full-time tenured/tenure-track and non-tenure track faculty. Faculty were asked to reference their responses to just one course in which they teach and encounter students, and were asked to identify that course as upper or lower division. The UAO then reviewed data for trends (i.e., In what areas do faculty and students tend to agree or disagree in terms of student engagement/abilities/perception?). The following four trends emerged: 1) Writing, 2) Research and Experimental Learning, 3) General Education, and 4) Diverse and Global Perspectives.

This spring a four-part series co-sponsored with the Center for Teaching, Learning, and Technology titled *Improve Student Writing and Still Have a Life* was developed for faculty based upon the data from the FSSE and NSSE surveys. This series focuses on the information learned about student and faculty perceptions of writing and manageable methods faculty can utilize to improve the quality of student writing in their classes.

During the Summer Workshop Series organized by CTLT, the UAO will sponsor a two-day event that addresses some of the concerns regarding Experiential Learning and Undergraduate Research that surfaced through the FSSE/NSSE data. In addition,

another four-part series will look at General Education and the faculty/students' perceptions related to its delivery and usefulness. Lastly, a special issue of the UAO's newsletter *Progressive Measures* will highlight topics related to Diverse and Global Perspectives – mainly those issues associated with engaging students in discussions/conversations about ideas and opinions that are unlike their own.

The UAO is very excited about what was learned from the FSSE data, and are encouraged by the solution-based dissemination approach that has been adopted to address some of the issues/gaps that were revealed.

### **NSSE – National Survey of Student Engagement**

The National Survey of Student Engagement will again be administered to first-year and senior students during the Spring 2006 semester. The survey was previously administered to FY and SR students from 2001 to 2005 annually. To provide more valuable information longitudinally, administration of the NSSE survey was altered. This year, with funds provided by the PEP Enhancements; all first year students will be invited to participate in the NSSE survey and will again be surveyed as seniors in 2010, in an effort to provide us with longitudinal data regarding this cohort of students' development/engagement. The information derived from this longitudinal perspective will be valuable in the assessment of the effectiveness of programs related to such primary initiatives as the First-Year Experience and Civic Engagement. Triangulating NSSE, FSSE, and BCSSE data will allow for continued identification of gaps and facilitate a richer discussion regarding engagement among faculty, staff, and students.

### **Alumni Survey**

The response rate for the 2006 Alumni Survey was much improved with an increase from 11.9% in 2005 to nearly 21%. Several changes were made to the 2006 survey, so it is difficult to identify exactly what change(s) attributed to the improvement. Nonetheless, the changes will be sustained in 2007; while additional emphasis has been made on promoting the survey at the department/school, college, and University levels. In addition, a specific timeline has been adopted for the Alumni Survey [mid-April through the end of May], the two AirTran Airlines tickets have been secured, a new web-based system has been established with IWSS, and a decision was made this year to have all invitation letters for the survey originate from President Bowman in an effort to standardize the process and increase name recognition.

As a part of the Alumni Survey process, the UAO prepares department/school and college reports which are typically distributed on or before June 30<sup>th</sup>. In addition, those departments/schools with degree programs scheduled for Program Review received a composite copy of Alumni Survey results for the years the UAO has administered the survey in February 2007. They will also receive a revised copy of this report with data from the graduating classes of 2002 and 2006 in early June as the 2007 Alumni Survey closes on May 31<sup>st</sup>.

In an effort to achieve compliance with the IBHE standard timeline for the 1 and 5 year alumni report, it was determined to skip one year of graduates, based upon the 2003 decision to not execute the Alumni Survey because of budget restrictions. The Classes of 2005 and 2001 will not receive the 1 and 5 year alumni survey respectively because of this decision. Departments, schools, and colleges have been informed, and will again

be reminded when this year's reports are distributed in June of the decision, and our reasons, as to why these years needed to be eliminated from the data collection cycle.

**GOAL 2:** To serve as co-researchers on select assessment projects of college and university programs, including but not limited to:

- a. General Education
- b. University College Initiatives
- c. Student Affairs Initiatives
- d. Center for Teaching, Learning, and Technology [CTLT]

**GOAL 3:** To advise faculty and staff on purpose, design, methodology, and use of formative assessment techniques:

- a. Classroom level assessment
- b. Departmental projects
- c. Interdisciplinary approaches
- d. Student affairs and developmental learning outcomes
- e. Accreditation activities

*Goals 2 and 3 are complimentary in nature and result in a blend of projects that include both direct involvement and/or consultation. Therefore, the accomplishments for these two goals will be provided together.*

### **General Education**

In November 2005, Provost Presley charged the University Assessment Office with directing the development, implementation, and evaluation of a campus-wide assessment plan for General Education. After an extensive review of General Education Assessment practices on campuses similar to ours and based upon recommendations given by the Higher Learning Commission for the adoption of campus wide student learning outcomes, the first phase in the process resulted in the development of four shared learning outcomes [Critical Inquiry and Problem Solving, Public Opportunity, Diverse and Global Perspectives, and Lifelong Learning] which were conceptualized using the 12 goals of the General Education program as the foundation. The Institutional Artifact Portfolio was explored and developed as the primary method for executing Gen Ed assessment at Illinois State University. During the Fall 2006 semester, a General Education Assessment Task Force was identified and significant progress was made in determining the requirements for implementation. One of four rubrics [Public Opportunity] was drafted and is currently being reviewed by three external reviewers with expertise in the areas of general education assessment and rubric development from Central Florida University, NC State University, and San Diego State University. Utilizing PEP enhancement funding, a full scale pilot test of the assessment process will be executed during the 07-08 academic year using the PEP sections of Comm 110 and courses in the Individuals in Civic Life category of the middle core.

In conjunction with the development the Gen Ed Assessment project, a new communications plan for General Education is currently being constructed with a target date of Summer 2007 [PREVIEW] for students and Fall 2007 [New Faculty Orientation] for faculty. The Gen Ed Assessment Task Force identified the need for renewing a discussion about the general education program among our faculty, staff, and students.

The increased emphasis on General Education will preempt the full initiation of the institutional portfolio process for assessing Gen Ed; scheduled for Fall 2008.

Lastly, the UAO will work with the Council for General Education to complete a syllabus audit during Spring-Summer 2007. The purpose of the audit is to determine if syllabi for General Education courses currently reflect the required elements. The UAO will provide assistance in assembling the data and reporting the outcomes. This project will serve as baseline information prior to the release of the new communications plan and Gen Ed Assessment process. Anticipated completion date: June 20, 2007

### **First-Year Experience**

Throughout the year the UAO works with a variety of units to help facilitate select assessment projects. A great deal of this work comes as consultants in the development phase of the assessment project. Matt Fuller, UAO Assistant Director, has worked closely with Ms. Danielle Lindsey, and Ms. Amy Roser, to help facilitate the assessment plan for the First Year Experience. Currently two surveys are being administered to gather information on the perceived impact of programs for first-year students. The surveys are targeting faculty and staff who have been identified as individuals who encounter a large number of first year students.

### **University College**

During FY07 the UAO has continued a productive relationship with several units in University College as they began the implementation of their assessment plan which was crafted last year. Units which the UAO has worked directly with in U-College include: Preview, Advising, Student Support Services, LiNC, Minority Student Academic Center, and Developmental Math. This has been a very rewarding relationship, and one that we believe has resulted in an outstanding assessment plan for U-College.

### **Political Engagement Project**

The UAO completed a formal assessment plan for the Political Engagement Project which was submitted as part of a mid-year report to AAC&U. The assessment plan utilizes a variety of measures to determine the impact of the project and its intended goals/outcomes.

### **Process for Review of Academic Assessment Plans**

The UAO, in conjunction with the Assessment Advisory Council (AAC), provide departments/schools with ongoing assistance in the development and maintenance of their assessment plans for each degree program. The Process for Review of Academic Assessment Plans [PRAAP] was finalized in Fall 2005. Departments/schools with academic programs which were scheduled for program review in Fall 2006 were subject to the PRAAP process. Each degree program's assessment plans was evaluated based upon an established criteria by two-person review teams populated by UAO staff and/or members of the AAC. The UAO director met with each department chair or school director and any additional personnel responsible for assessment in Spring/Summer 2006 regarding the findings of the review. Suggestions for improvements to the assessment plan were provided and a proposal for how to address assessment issues in the program review document was given. This process was also imposed for those degree programs scheduled to submit their program review document in Fall 2007. The process has clearly increased the discussion regarding assessment and maintaining assessment practices that clearly lead to useful outcomes. The annual update form was finalized and will be shared with those departments/schools who submitted program

review materials in Fall 2006 to begin an annual review of assessment practices and outcomes.

A summary of the PRAAP process was submitted and accepted for presentation at the Assessment Institute in Indianapolis in October 2006 and the AIR Forum in Kansas City in June 2007.

### **Assessment Inventory**

During Spring 2007, the University Assessment Office conducted an inventory of campus-wide assessment projects to determine how much and for what purposes our students are being surveyed, or are be asked to participate in other forms of program assessment. Preliminary results from the inventory found that there is a wide-variety of assessments conducted among our students annually, but most interesting were the array of interpretations by units as to what constituted assessment. These data will be more carefully examined in the upcoming months, and a article addressing our findings will be published in the Fall 2007 issue of *Progressive Measures*.

Additional, projects that the UAO has been involved with through the past year include but are not limited to:

- College of Business Commencement Survey
- Redbird Relief – Community partners database – Dale Fitzgibbons
- Additional questions – Alumni Survey – various departments
- Assessment plan feedback – various departments
- Data Access – Bill Cummins
- Admissions NSSE data – Nate Bargar
- BCSSE Advising report – Wendi Whitman
- EMAS Focus Groups
- EIF Survey – College of Business – Clara Ann Perkins
- Katie Schools of Insurance – Assessment plan for workshop series – Jim Jones
- College of Business – Assessment of ethical development among students – Ken Newgren
- EMAS – Major Fair – StudentVoice survey utilizing Palms
- Grad Finale – Introduction to the Alumni Survey – Student Affairs
- Student Affairs Graduate Student Training – Information regarding NSSE data

**GOAL 4:** To engage in outreach activities, including:

- a. Publish and distribute widely an assessment newsletter at least two times per year
- b. Create and maintain an assessment web site
- c. Conduct workshops on assessment project development and implementation in cooperation with Center for Teaching, Learning, and Technology [CTLT]
- d. Present results of assessment research to appropriate campus constituencies
- e. Manage an annual grant program for assessment project as funds are available

### **UAO Newsletter**

*Progressive Measures*, the UAO department newsletter is published twice annually – October and March. Each semester all faculty are invited to submit assessment related pieces for publication. In addition, the UAO utilizes the newsletter as a primary vehicle to disseminate information regarding our services.

### **UAO Website**

Staff Clerk, Chris Jackson, oversees the website and makes it a priority to insure that our website is maintained so that the information available is accurate, current, and user-friendly.

### **StudentVoice**

The UAO remains in partnership with StudentVoice – a national assessment facilitator. StudentVoice helps to guide some of the most innovative methods of assessment in higher education, not by replacing existing efforts or simply supplying technology, but by providing a complementary set of tools and a set of programs that makes assessment practice actionable, effective, and non-intrusive. No matter the requirements or limitations of a specific unit, StudentVoice provides a range of methods to enable ongoing assessment, utilizing the most advanced mobile and web technologies. In addition, an online reporting system provides real-time statistics and a tiered access structure that allows the UAO to view all projects that are academic related, while division leaders can access data for only their respective department/school/unit. Partnering with StudentVoice has provided one more opportunity that the UAO can outreach to units to facilitate assessment efforts at Illinois State University. This is a shared effort with Student Affairs, University College, and Enrollment Management and Academic services. However, the UAO serves as the central contact for assessment efforts of academic units that would benefit from the services of StudentVoice.

During FY07 [as of 02.16.07] there have been 26 projects utilizing the services of StudentVoice. Of those projects, 46% have been related to academic affairs.

### **Workshops**

As stated with Goal 1, the UAO is currently working with CTLT regarding the NSSE-FSSE programming series and will conduct any necessary assessment to determine the success of this solution-based dissemination method of the information learned from the engagement surveys. Planned programming includes:

- Writing – Spring 2007
- Research and Experiential Learning – Summer 2007
- General Education – Fall 2007
- Diverse and Global Perspectives – Fall 2007 issues of *Progressive Measures*

### **Presentation of Assessment Results**

As previously outlined, during FY07 the UAO published a local article regarding the BCSSE data highlighting characteristics of our students related to the millennial generation. Furthermore, data and information are shared with the campus through the *Progressive Measures* newsletter and as a part of the CTLT-UAO programming series based upon the FSSE-NSSE data. The UAO makes one scheduled presentation at the University Chairs Council annually. Ideas for additional methods for disseminating information are always solicited from the Assessment Advisory Committee.



### **Annual Grant Programs**

Currently, the UAO is unable to provide the small grants program based upon funding restrictions. However, the UAO has been actively involved in the FOCUS Initiative and the PEP enhancement projects. Several small grants are available to faculty and departments/schools as a part of the FOCUS Initiative. In addition, the PEP enhancement has provided for the funding of PEP fellows and other initiatives related to the project. The UAO has managed the funds for both FOCUS and PEP, and serving on the coordinating team for these efforts has certainly increased the visibility of the University Assessment Office.

**GOAL 5:** To work with other units to increase cooperation and coordination of assessment on campus:

- a. Serve on appropriate campus committees related to assessment
- b. Disseminate data from assessment projects to campus constituencies, according to FERPA (Family Educational Right to Privacy Act) guidelines

### **Campus Committees**

Members of the UAO staff currently serve active roles on the following committees:

- Assessment Advisory Committee
- Academic Planning Committee
- American Democracy Task Force
- Council on the First Year Experience
- PEP Coordinating Team
- FOCUS Initiative Coordinating Team
- General Education Assessment Task Force
- Innovative Partnerships for Student Learning Conference

### **Dissemination of Data**

As previously outlined, during FY07 the UAO published a local article regarding the BCSSE data highlighting characteristics of our students related to the millennial generation. Furthermore, data and information are shared with the campus through the *Progressive Measures* newsletter and as a part of the CTLT-UAO programming series based upon the FSSE-NSSE data. The UAO makes one scheduled presentation at the University Chairs Council annually. Ideas for additional methods for disseminating information are always solicited from the Assessment Advisory Committee.

**GOAL 6:** To maintain a level of expertise in higher education assessment through staff development activities.

- a. Read current literature in the area of higher education assessment
- b. Attend appropriate assessment conferences and skills workshops, as budget permits
- c. Present and/or publish assessment-related research in regional or national conferences and publication

The UAO staff remains current in the relevant assessment literature and maintains subscriptions in *Assessment Update* and *The Chronicle of Higher Education*. In addition, new publications are purchased annually to facilitate the work of the UAO as well as to provide valuable resources to our customers.

Scholarly Productivity for the UAO for FY07 includes the following:

***Peer Refereed Articles***

Ullah, H & Wilson, MA. (In Press). Students' academic success and its association to their involvement with learning and their relationships with faculty and peers. College Student Journal, 41.

***Peer Refereed Presentations***

Wilson, MA. (In Review). Strengthening a campus-wide civic engagement initiative with a FOCUS on faculty development. American Democracy Project National Meeting – Developing Informed and Engaged Citizens: The Imperative for Higher Education – Philadelphia, PA – June 7-9, 2007.

Wilson, MA. (in Review). Utilizing a engagement surveys to assess success in the civic initiative. American Democracy Project National Meeting – Developing Informed and Engaged Citizens: The Imperative for Higher Education – Philadelphia, PA – June 7-9, 2007.

Wilson, MA. (2007). Connecting the Evaluation of Assessment Plans to Program Review: Finding a Manageable Link. AIR Annual Forum – Choice/Chance: Driving Change in Higher Education – Kansas City, MO – June 4, 2007.

Wilson, MA. (2006). Connecting the Evaluation of Assessment Plans to Program Review: Finding a Manageable Link. Assessment Institute – Indianapolis, IN – October 29-31, 2006.

Noel-Elkins, A, Lindsey, DE, O'Sullivan, P, Wilson, MA. (2006). The FOCUS Project – Faculty Opportunities for Creating Civic and Community Understanding among Students. Assessment Institute – Indianapolis, IN – October 29-31, 2006.

O'Sullivan, P, Wilson, MA, Lindsey, DE, Noel-Elkins, A. (2006). The FOCUS Project – Faculty Opportunities for Creating Civic and Community Understanding among Students. Professional and Organizational Development Conference – Portland, OR– October 25-29, 2006.

Wilson, MA, Shane, JM, Lindsey, DE. (2006). General Education Assessment: A New Perspective on Integrating Civic and Political Engagement. Faith and Civic Engagement Conference – DePaul University – Chicago, IL - September 22, 2006.

***Staff Refereed Presentations***

Wilson, MA. (2006). Connecting in the Classroom. Illinois State University – Teaching and Learning Symposium – Bloomington, IL – January 11, 2006.

The following is a list of the variety of conferences, workshops, and development opportunities in which the UAO staff participated in during FY07.

**Conferences**

Faith and Civic Engagement Conference – DePaul University – Chicago, IL - September 22, 2006.

Assessment Institute – Indianapolis, IN – October 29-31, 2006.

Illinois State University – Teaching and Learning Symposium – Bloomington, IL – January 11, 2006.

General Education and Assessment – Miami, FL – March 1-3, 2007.

Assessment Symposium – North Carolina State University – Raleigh, NC – April 13-15, 2007.

AIR Annual Forum – Choice/Chance: Driving Change in Higher Education – Kansas City, MO – June 2-6, 2007

American Democracy Project National Meeting – Developing Informed and Engaged Citizens: The Imperative for Higher Education – Philadelphia, PA – June 7-9, 2007

**Workshops**

SPSS – AIR Webinar – October 14, 2006 and February 22, 2007

Fred Pryor Access Training – December 4-5, 2006 – Bloomington, IL

Campus Sponsored Training – one or more staff members participating

- Access
- Contribute
- Basic DreamWeaver
- Database Management 1, 2, & 3
- Digital Photo Editing Basics
- FrontPage
- GA Hiring On-line Training
- Intensive Dreamweaver
- SPSS - Intensive Workshop
- Manipulating Spreadsheets and Charts
- Photoshop
- Survey Select

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

The multiple outcomes identified as a part of the major accomplishments outlined in Section B for the University Assessment Office provide evidence that productivity efforts during FY07 have reached both internal and external stakeholders.

Tangible measures of productivity include the following:

- 2 issues of *Progressive Measures* published annually
- BCSSE Review Summary regarding Millennial Students published to the campus community
- 1 Peer refereed article
- 7 Peer refereed presentations
- 2 Staff refereed presentations
- Participation in 6 national conferences/workshops
- Participation in 1 local symposium
- Participation in 14 professional skills development workshops
- Served on 8 campus committees
- Managed over \$85,000 in combined enhancement funds for both the PEP and FOCUS Initiatives
- Increased Alumni Survey participation from 11.9% in 2005 to nearly 21% in 2006
- Secured 2 roundtrip-tickets on AirTran Airways courtesy of the Central Illinois Regional Airport to use as an incentive for the 2007 Alumni Survey
- Invited all departments and schools to submit additional questions if desired for the 2007 Alumni Survey; 10 departments/schools responded
- Developed a 4 year fiscal cycle for the purposeful administration of the NSSE family surveys
- Obtained a 70.1% response rate for the Beginning College Survey of Student Engagement
- Surveyed 3029 FY and 2408 SR students utilizing the National Survey of Student Engagement – awaiting final response rate
- Reviewed assessment plans for 10 degree programs based upon PRAAP
- Developed one of four rubrics for the proposed General Education Assessment method addressing Public Opportunity; one of four shared learning outcomes
- Collaborated with CTLT to develop a 4-part series on Improving Student Writing for faculty utilizing the FSSE-NSSE data as a foundation.
- Developing a 2-day workshop for faculty on Research and Experiential Learning for June 2007 to be offered in conjunction with CTLT

**II. Internal Reallocations and Reorganizations in FY07**

**A. Describe any reallocations or reorganizations, including the movement of positions, upgrade of positions, creation of new position, or reallocation of personnel or operating funds.**

New Assistant Director, Matthew Fuller, joined the University Assessment Office on July 5, 2006. Mr. Fuller's position resulted from reallocation of the Research Associate position.

**B. Describe how the unit used additional funds to enhance accomplishments and productivity. Additional funds may include enhancement dollars, external funding, foundation funds, variance dollars, external contracts, technology tuition dollars.**

**FOCUS Initiative**

In collaboration with the Center for Teaching, Learning, and Technology [CTLT] and the First-Year Experience, an enhancement proposal was funded for \$50,500 for designing faculty development opportunities which concentrate on integrating civic and community engagement into the curriculum.

- FOCUS [Faculty Opportunities for Creating Civic and Community Understanding among Students] – is a faculty development program designed to emphasize the value of civic and community engagement at Illinois State University. FOCUS will be complimented with specific efforts related to the First Year Experience and General Education, as well as the incorporation civic and community engagement in the individual degree programs.
- Summer 2006, three Faculty fellows were selected to create two on-line faculty development modules. The content for the modules was successfully developed by the three fellows – Dr. Gary Bachman, Dr. Phyllis McCluskey-Titus, and Ms. Jodi Hallsten – by the August 1, 2006 deadline. Design and pilot testing of the modules occurred in Fall 2006 and the modules were successfully launched at the January 2007 Teaching and Learning Symposium as the preface to Dr. George Mehaffy's keynote address. The modules can be accessed from the FOCUS website at [www.focus.ilstu.edu](http://www.focus.ilstu.edu)
- 10 mini-grants [\$500 each] and 2 initiative grants [\$1500 each] were developed to fund projects that are closely tied to civic and/or community outcomes. In addition, 1 Department/Schools Award [\$2500], and 1 Faculty Award [\$1000] were developed to recognize and reward departments/schools or faculty who have demonstrated their commitment to civic and/or community engagement and its benefits to the students, the University, and the community at large.
- Funds were also provided for the development and implementation of a First Year LinC Training Program for LinC instructors. A great deal of the training program was directed towards the value of civic and community engagement and how such projects could be incorporated into the LinC curriculum
- Information Open Houses will be hosted regarding the FOCUS Fellowships on February 27<sup>th</sup> and 28<sup>th</sup> in the CTLT Resource Commons. The purpose of this event will be to more thoroughly explain the FOCUS program and the opportunities for the Summer Faculty Fellows. The objective of the Open House is to provide additional information regarding the FOCUS Initiative and the objectives for the Fellows, identified outcomes of their efforts, and application process. In addition, the open format provides ample opportunity for questions will be provided.
- Lastly, remaining funds for the FOCUS Initiative will be used to enhance travel opportunities for faculty and some staff to attend conferences, workshops, and tele-seminars in an effort to continue to build a solid foundation of how civic and community engagement contributes to our efforts to enhance Illinois State University's commitment to the enhancement of partnerships for student learning.

## **Political Engagement Project**

Illinois State is one of a select group of universities participating in the three-year campus phase of the Political Engagement Project (PEP), which began in July 2006. PEP is an initiative of AASCU's American Democracy Project, sponsored by The Carnegie Foundation for the Advancement of Teaching and the New York Times. At Illinois State University, the primary mission of the Political Engagement Project is to enhance students' awareness and understanding of political engagement and impact their level of political involvement and leadership. The project is designed to help students think about democratic participation in broader terms than voting in national elections.

### **C. Attach an Accountability Report for FY07 Program Enhancement [PERS 939] for FY07 Enhancement Dollars.**

Please see **Appendix A – FOCUS Initiative**  
**Appendix B – Political Engagement Project**

### **III. Major Objectives for FY08**

#### **Describe the unit's most important objectives for FY08.**

The following are the major objectives for the UAO to be completed during the 2007-08 academic year:

1. Continue to assess the effectiveness and impact of the modifications for the web-only Alumni Survey. Consider measures to refine and improve this process with an emphasis on developing stronger ties to alumni through the Office of Alumni Relations.
2. Continue to develop and publish reports relevant to assessment initiatives that are easily accessible via the web and user-friendly for a variety of campus stakeholders and decision makers.
3. Maintain efforts to triangulate data from NSSE/FSSE/BCSSE to build a more solid foundation for discussion regarding student engagement and sustain solution-based programming to address gaps revealed by the data.
4. Update the electronic portfolio of departmental assessment plans with publication of revisions, maintenance of archived documents, and introduction of Annual Reports [March 2008] as a part of the program review cycle.
5. Encourage the utilization StudentVoice to facilitate innovative assessment efforts of academic units campus wide.
6. Continue further development of the Institutional Artifact Portfolio system for assessing the General Education program. Refine implementation timeline and determine projections for resource requirements for the program as a result of the 2007-08 pilot test through the Political Engagement Project.
7. Develop a communications plan targeting both faculty and students that reintroduces/introduces the General Education program at Illinois State University and its goals and primarily newly identified four shared learning outcomes for Preview 2007 and New Faculty Orientation/Fall Semester 2007 as goal dates.
8. Disseminate outcomes from the first two years of the FOCUS Initiative and continue efforts to expand the scope and recognition of this project.
9. Identify the specific benefits students, faculty, departments/schools, and colleges of utilizing the Individual Development and Education Assessment [IDEA] instrument for course evaluations. Communicate these aspects to interested targeted stakeholders and provide assistance as needed.
10. Increase the number and scope of professional publications.

**IV. Program Enhancement Requests**

Please see **Appendix C – FOCUS Initiative**

**Appendix D – Political Engagement Project**

**Appendix E – General Education Communication and Assessment**

**V. Position Requests: Replacement and New**

**Appendix F – UAO Director Contract Extension from 11 Months to 12 Months**

**VI. Facilities Requests**

None



**Appendix B**

**Illinois State University**  
**Academic Affairs**  
**Accountability Report for FY07 Program Enhancement**  
**&**  
**PERS 939**



Illinois State University  
Academic Affairs  
Accountability Report for FY07 Program Enhancements

**1. Unit(s) receiving support**

Center for Teaching, Learning & Technology  
University Assessment Office  
University College (First Year LinC)

**2. Contact Information**

- a. Name: Jan Shane or Chuck McGuire
- b. Phone: 8-7018
- c. Email: [jshane@ilstu.edu](mailto:jshane@ilstu.edu) or [crmcgui@ilstu.edu](mailto:crmcgui@ilstu.edu)

**3. Short Title of the Initiative**

FOCUS – Faculty Opportunities for Creating Civic and Community Understanding Among Students

**4. Describe the specific productivity measures achieved**

*Three-year goals for this initiative with work completed in year two [FY07] of the project written in italics:*

1. Faculty/student initiatives:

- a. Continue to refine and implement faculty development activities to ensure that opportunities to support civic and community engagement and first-year students are available to faculty and staff. Coordinate this program with on-going efforts to offer a development program for faculty in their first four years.

Support on-going summer faculty fellows as they develop on-line instructional enhancement modules for faculty to enhance expertise in civic and community engagement and the first year experience.

*The coordinating team has developed a model for intensive faculty development to support civic and community engagement and the first-year experience. A primary component of the faculty development model includes the module series. Three modules were completed during FY07 by three Faculty Fellows selected for Summer 2006. The modules include:*

- *What are Civic and Community Engagement?*

- *Why Incorporate Civic and Community Engagement?*
- *Innovative Pedagogy for Incorporating Civic & Community Engagement*

*Three additional Faculty Fellows will be selected for Summer 2007 with the charge of developing two additional models. One module will address civic and/or community engagement and the Political Engagement Project and the second module will address innovative partnerships that contribute to civic and/or community engagement. Open Houses are scheduled for late February 2007 for faculty to learn more about the FOCUS Initiative and the Summer Fellowships. In addition, contacts with the NFO committee are being made to insure that an introduction to the FOCUS Initiative Modules will be included in the NFO schedule. A resource section is available in the CTLT Library/Resource Center devoted to FOCUS related items to help develop/support pedagogies devoted to civic and/or community engagement.*

- b. Provide information and, when appropriate, monetary support to faculty regarding professional conferences focusing on civic and community engagement and first-year experience initiatives.

*A listing of conferences/workshops is provided to faculty as a part of the FOCUS website. This listing is updated often by the FOCUS graduate assistant. Several faculty and staff are being funded to attend conferences such as the Annual Conference on the First Year Experience and the General Education Conference (Engaging Critical Questions, Fostering Critical Learning).*

- c. Implement the first year of an awards program to recognize faculty, departments and schools who demonstrate best practices on behalf of the FOCUS efforts.

*The following awards/grants program was developed to recognize and support faculty and department/schools actively involved in civic and community engagement or seeking to become involved:*

<i>Department Award Program (Recognition of excellence)</i>	<i>\$2,500</i>
<i>Faculty Award Program (Recognition of excellence)</i>	<i>\$1,000</i>
<i>Initiative Grants (2 @ \$1,500 each to support interdisciplinary efforts)</i>	<i>\$3,000</i>
<i>Mini Grants (10 @ \$500 each to support individual projects)</i>	<i>\$5,000</i>

2. Administrative initiatives:

- a. Enhance the national visibility of Illinois State through dissemination of information regarding the FOCUS project at the National American Democracy Project annual meeting (June 06 and June 07); the International Conference on the First Year Experience (July 06); Annual Conference on the First Year Experience (Feb 07); the AASCU Provost meeting (Feb 07); and the National Conference on Student in Transition (Nov 06).

*Wilson, MA. (In Review). Strengthening a campus-wide civic engagement initiative with a FOCUS on faculty development. American Democracy Project National Meeting – Developing Informed and Engaged Citizens: The Imperative for Higher Education – Philadelphia, PA – June 7-9, 2007.*

Wilson, MA. (in Review). Utilizing engagement surveys to assess success in the civic initiative. American Democracy Project National Meeting – Developing Informed and Engaged Citizens: The Imperative for Higher Education – Philadelphia, PA – June 7-9, 2007.

Wilson, MA. (2007). Connecting the Evaluation of Assessment Plans to Program Review: Finding a Manageable Link. AIR Annual Forum – Choice/Chance: Driving Change in Higher Education – Kansas City, MO – June 4, 2007.

Wilson, MA. (2006). Connecting the Evaluation of Assessment Plans to Program Review: Finding a Manageable Link. Assessment Institute – Indianapolis, IN – October 29-31, 2006.

Noel-Elkins, A, Lindsey, DE, O'Sullivan, P, Wilson, MA. (2006). The FOCUS Project – Faculty Opportunities for Creating Civic and Community Understanding among Students. Assessment Institute – Indianapolis, IN – October 29-31, 2006.

O'Sullivan, P, Wilson, MA, Lindsey, DE, Noel-Elkins, A. (2006). The FOCUS Project – Faculty Opportunities for Creating Civic and Community Understanding among Students. Professional and Organizational Development Conference – Portland, OR– October 25-29, 2006.

Wilson, MA, Shane, JM, Lindsey, DE. (2006). General Education Assessment: A New Perspective on Integrating Civic and Political Engagement. Faith and Civic Engagement Conference – DePaul University – Chicago, IL - September 22, 2006.

- b. Continue to coordinate the First Year LinC program with general education classes and civic engagement opportunities. Work with departments to integrate important LinC seminar components into the major courses. Utilize faculty fellow's expertise to develop "Boot Camp" programming for First Year LinC faculty.

*Dr. Carlye Kalianov has established a LinC training seminar for LinC faculty that clearly outlines opportunities in the LinC curriculum which can be tied to civic and/or community engagement projects. LinC receives \$2000 to fund materials for faculty to help facilitate their work with the first-year students.*

- c. Continue to develop a comprehensive and reasonable plan for assessment of the General Education program tying, where appropriate, the efforts of the American Democracy Project Task Force and the First Year Council. Pilot this assessment plan through the Carnegie Political Engagement Project [PEP].

*After an extensive review of General Education Assessment practices on campuses similar to ours and based upon recommendations given by the Higher Learning Commission for the adoption of campus wide student learning outcomes, the first phase in the process resulted in the development of four shared learning outcomes [Critical Inquiry and Problem Solving, Public Opportunity, Diverse and Global Perspectives, and Lifelong Learning] which were conceptualized using the 12 goals of the General Education program as the*

*foundation. The Institutional Artifact Portfolio was explored and developed as the primary method for executing Gen Ed assessment at Illinois State University. During the Fall 2006 semester, a General Education Assessment Task Force was identified and significant progress was made in determining the requirements for implementation. One of four rubrics [Public Opportunity] was drafted and is currently being reviewed by three external reviewers with expertise in the areas of general education assessment and rubric development from Central Florida University, NC State University, and San Diego State University. Artifacts are being collected through the PEP sections of Comm 110 and will be piloted with the Comm 110 PEP sections and courses in the Individuals in Civic Life middle core during the academic year 07-08 using PEP enhancement funds.*

*In conjunction with the development of the Gen Ed Assessment project, a new communications plan for General Education is currently being constructed with a target date of Summer 2007 [PREVIEW] for students and Fall 2007 [New Faculty Orientation] for faculty. The Gen Ed Assessment Task Force identified the need for renewing a discussion about the General Education program among our faculty, staff, and students. The increased emphasis on General Education will preempt the full initiation of the institutional portfolio process for assessing Gen Ed; scheduled for Fall 2008.*

*Lastly, FOCUS funds are providing assistance for the UAO to work with the Council for General Education to complete a syllabus audit during Spring-Summer 2007. The purpose of the audit is to determine if syllabi for General Education courses currently reflect the required elements. The UAO will provide assistance in assembling the data and reporting the outcomes. This project will serve as baseline information prior to the release of the new communications plan and Gen Ed Assessment process. Anticipated completion date: June 20, 2007*

- d. Continue efforts to enhance DFSC and CFSC understanding of the American Democracy Project (ADP) and the First Year Experience (FYE) as initiatives at Illinois State University to support better informed evaluation of faculty who engage in efforts to participate in these campus initiatives.

*FYE Council members have completed meetings with 9 Departments and Schools this academic year. In addition, the Associate Provost and the Director of University Assessment have both met, on separate occasions, with the University Chairs Council emphasizing the University's initiative to enhance civic and/or community engagement among our students, and the need for faculty to adapt their pedagogy to help make these connections. Lastly, the wide-spread participation in this year's Teaching and Learning Symposium which highlighted civic engagement, it is apparent a campus culture of appreciation and respect for civic and community engagement is being developed which may ultimately impact the deliberations of DFSCs and CFSCs.*

- e. Continue planning for a spring 2008 Carnegie Conference to be hosted by Illinois State University and co-sponsored by Illinois Wesleyan University and Heartland Community College.

*Illinois State University is partnering with Illinois Wesleyan University and*

*Heartland Community College to co-sponsor the Innovative Partnerships for Student Learning conference which is scheduled for September 2008 at the Doubletree Hotel and Conference Center in Bloomington. A logo and website for the conference have been created and we have received a verbal confirmation that Ed Rust, President and CEO of State Farm, will serve as one of the keynote speakers. The conference committee team will work this semester to determine the conference schedule, secure additional speakers, and develop a call for papers process, as well as develop plans for preliminary advertisements to begin in July 2007.*

**5. Project Funding Spent to Date:**

<b>FY2007</b>			
		<b>Budgeted</b>	<b>Expended or Encumbered</b>
1.	Summer faculty Fellows (three faculty at \$5,000 each)	\$15,000	15,000
2.	Summer Graduate Assistants	6,000	6,000
3.	FOCUS Graduate Assistant	9,000	9,000
4.	Faculty award program (recognition of FOCUS excellence)	1,000	1,000
5.	Department award program (Recognition of FOCUS excellence)	2,500	2,500
6.	Faculty development opportunities (offered through UAO and CTLT)	15,000	13,000
7.	First Year LinC Boot Camp	2,000	2,000
	<i>Total FY2007</i>	<b>\$50,500</b>	<b>\$48,500</b>

**6. Provide plans for any component of your enhancement project not yet completed, including any funds not yet expended.**

Thus far, \$2000 remains unencumbered from the FY07 budget. These funds will be used to help offset any travels expenses for faculty/staff related to development in the area of civic and/or community engagement.

**Appendix C**  
**Illinois State University**  
**Academic Affairs**  
**Accountability Report for FY07 Program Enhancement**  
**&**  
**PERS 939**



**Illinois State University  
Academic Affairs  
Accountability Report for FY07 Program Enhancements**

**1. Unit(s) receiving support**

Office of the Provost

**2. Contact name, phone, email**

- a. Name: Jan Shane or Mardell Wilson
- b. Phone: 8-7018 or 8-7008
- c. Email: [jshane@ilstu.edu](mailto:jshane@ilstu.edu) or [mawilso@ilstu.edu](mailto:mawilso@ilstu.edu)

**3. Short title of the initiative**

PEP – Carnegie/New York Times Political Engagement Project

**4. Describe the specific productivity measure achieved (refer to submitted materials).**

**The LinC Seminar**

The LinC seminar served 360 students in Fall 2006. Sixteen instructors and 16 student Peer Leaders were provided training and development in 2 sessions (May and August) as preparation for teaching the seminar. One of three primary goals of the seminar is to provide an academic foundation for developing students' understanding of civic awareness & engagement. The following assignments were developed to intentionally address involvement and civic engagement perspectives in the context of Illinois State University, the surrounding community of Bloomington-Normal, the state of Illinois, and the nation: Scavenger Hunt I & II; Festival ISU; Involvement Paper; "I Should be in College" essay; Civic Engagement essays (civic dimensions of major/career; community service project reflection; public problem identification; Syllabus Discussion (Community Service Leadership Seminar/Affordable Housing; Teams & Team Development/Compassion Center; American Democracy Project); Faculty Visits; "Service Learning: The art of learning by contributing" (*Master Student* reading); Senior Professional Visits; Campaign in the Media; 2006 Election Questions.

Spring 2007 activities include assessment activities including Fall 2006 instructor and peer leader interviews and Fall 2006 participant focus groups, Instructor selection for LinC 2007, development of LinC promotional materials and website revisions.

**Communication 110**

Dr. Steve Hunt, Professor of Communication, serves as the Illinois State Political Engagement Fellow for Communication 110 course activities. There were a total of eight designated PEP sections in COM 110 in the fall 2006 semester (approximately 184 students). All eight sections contained enhanced instruction for political engagement (e.g., use of political examples to highlight course concepts, written paper assignments requiring



students to link course concepts to politics, the speeches themselves focus on political issues, etc.).

In order to assess a wide range of pedagogical strategies for political engagement, four of the eight sections included instruction in video production. Specifically, for the group presentations, students produced a short video (1-2 minutes) that was incorporated into the group presentation (students were also encouraged to submit these videos to the national *Film Your Issue* competition). The other four PEP sections completed the same group presentation, but received no instruction in video production. Instead, the students in these sections completed a grassroots campaign assignment focusing on developing solutions to a contemporary political problem.

The COM 110 assessment design employed pre-existing measures of political engagement to assess the impact of this instruction on students' political knowledge, motivation, and skills. The research design also incorporated a control group, making it possible to assess student gains in terms of political engagement compared to the status quo COM 110. Also, because the plan implements two experimental groups, it is possible to examine whether or not the video pedagogy uniquely contributes to students' political engagement. Assessment data were collected last semester and we expect to have preliminary results in the next few weeks.

Efforts to integrate PEP into COM 110 have continued into the spring 2007 semester. The PEP instructors involved in the pilot last semester continue to test and refine their pedagogical strategies. Other PEP-related activities include:

- The creation of a website to more widely disseminate these strategies to other COM 110 instructors: <http://www.ilstu.edu/~skhunt2/pep/index.htm>
- Partnership with community leaders designed to pair COM 110 students with community members and politicians in order to develop a plan for clean elections legislation.
- Participation in a pilot readership program with the *New York Times*. Several COM 110 instructors are using the *Times* as a means of developing students' political understanding and knowledge.

### **Individual and Civic Life Middle Core Courses**

During the Fall 2006 semester a conceptual definition of political engagement was developed along with operational indicators of that definition. Suggested classroom activities were formulated that were based on the conceptual definition. For the semester six instructors teaching seven classes of four courses [CJS-102 Society and Justice; POL-105-American Government; POL-106-U.S. Government and Civic Practices; and POL-220-Campaign Politics] in two academic disciplines [Criminal Justice and Political Science] incorporated political engagement activities into their course curriculums. The seven classes included three large section classes with enrollments between 200 to 300 students each, and four small section classes with enrollments between 25 to 50 students each. Each instructor administered a multi-item questionnaire, which examined students' political interests and attitudes, in their classes at the start and end of the semester with approximately 800 total student respondents. Preliminary findings from the questionnaire results reveal that level of political engagement is positively and significantly associated with levels of political interest and discourse among students.

During the Spring 2007 semester an increased number of instructors and classes became part of the political engagement project. For this semester eight instructors teaching 11

classes of eight courses [CJS-102 Society and Justice; POL-101-Citizens and Governance; POL-106-U.S. Government and Civic Practices; POL-161-Introduction to Political Thinking; POL-215-U.S. Judicial Process; POL-217-U.S. Presidency; POL-325-Con.Law: Functions & Powers; POL-432-Seminar: Judicial Politics] in two academic disciplines [Criminal Justice and Political Science] considered political engagement activities for their course curriculums and administered a multi-item questionnaire, which examined students' political interests and attitudes, at the start of the semester. There were approximately 1200 student respondents to the survey. Of the 11 classes, there were four large section classes with enrollments between 200 to 300 students each, and seven small section classes with enrollments between 25 to 50 students each.

Thus far, Dr. Bradley has shared the results of PEP activities at Illinois State University at the PEP workshop held at the Carnegie Institute at Stanford University in Palo Alto, California in January 2007, and at the American Political Science Association's Teaching and Learning Conference in Charlotte, North Carolina in February 2007. He is scheduled to deliver a presentation on the PEP activities at the Midwest Political Science Association conference in Chicago, Illinois in April 2007.

#### **PEP Assessment Plan**

The UAO completed a formal assessment plan for the Political Engagement Project which was submitted as part of a mid-year report to AAC&U. The assessment plan utilizes a variety of measures to determine the impact of the project and its intended goals/outcomes.

#### **General Education**

In November 2005, Provost Presley charged the University Assessment Office with directing the development, implementation, and evaluation of a campus-wide assessment plan for General Education. After an extensive review of General Education Assessment practices on campuses similar to ours and based upon recommendations given by the Higher Learning Commission for the adoption of campus wide student learning outcomes, the first phase in the process resulted in the development of four shared learning outcomes [Critical Inquiry and Problem Solving, Public Opportunity, Diverse and Global Perspectives, and Lifelong Learning] which were conceptualized using the 12 goals of the General Education program as the foundation. The Institutional Artifact Portfolio was explored and developed as the primary method for executing Gen Ed assessment at Illinois State University. During the Fall 2006 semester, a General Education Assessment Task Force was identified and significant progress was made in determining the requirements for implementation. One of four rubrics [Public Opportunity] was drafted and is currently being reviewed by three external reviewers with expertise in the areas of general education assessment and rubric development from Central Florida University, NC State University, and San Diego State University. Utilizing PEP enhancement funding, a full scale pilot test of the assessment process will be executed during the 07-08 academic year using the PEP sections of Comm 110 and courses in the Individuals in Civic Life category of the middle core.

In conjunction with the development the Gen Ed Assessment project, a new communications plan for General Education is currently being constructed with a target date of Summer 2007 [PREVIEW] for students and Fall 2007 [New Faculty Orientation] for faculty. The Gen Ed Assessment Task Force identified the need for renewing a discussion about the general education program among our faculty, staff, and students. The increased emphasis on General Education will preempt the full initiation of the institutional portfolio process for assessing Gen Ed; scheduled for Fall 2008.

Lastly, the UAO will work with the Council for General Education to complete a syllabus audit during Spring-Summer 2007. The purpose of the audit is to determine if syllabi for General Education courses currently reflect the required elements. The UAO will provide assistance in assembling the data and reporting the outcomes. This project will serve as baseline information prior to the release of the new communications plan and Gen Ed Assessment process. Anticipated completion date: June 20, 2007

Matt Fuller – Assistant Director, University Assessment Office – is attending the General Education and Assessment Engaging Critical Questions, Fostering Critical Learning Workshop in Miami, FL – March 1-3, 2007. PEP provided funding for this extremely valuable experience.

**NSSE – National Survey of Student Engagement**

The National Survey of Student Engagement will again be administered to first-year and senior students during the Spring 2006 semester. The survey was previously administered to FY and SR students from 2001 to 2005 annually. To provide more valuable information longitudinally, administration of the NSSE survey was altered. This year, with funds provided by the PEP Enhancements; all first year students will be invited to participate in the NSSE survey and will again be surveyed as seniors in 2010, in an effort to provide us with longitudinal data regarding this cohort of students' development/engagement. The information derived from this longitudinal perspective will be valuable in the assessment of the effectiveness of programs related to such primary initiatives as the First-Year Experience and Civic Engagement. Triangulating NSSE, FSSE, and BCSSE data will allow for continued identification of gaps and facilitate a richer discussion regarding engagement among faculty, staff, and students.

**Milner Library**

Milner Library worked with COM 110 to offer information literacy training skills needed for the development of political engagement skills. Provost Office staff and the Political Engagement student worker (Committee members Danielle Lindsey and Suzanne Bell) published a weekly electronic newsletter for PEP faculty.

**5. Project Funding Spent to Date:**

FY2007			
		Budgeted	Expended or Encumbered
1.	Two PEP Faculty Fellows (one summer month each)	\$14,000	\$14,000
2.	Assessment Special Project Assistant (.25 FTE)	10,000	10,000
3.	Enhanced NSSE and BSSE survey	5,000	5,000
4.	Travel and Operating costs for faculty fellows and UAO	6,000	5,000
	Total FY2007	\$35,000	\$35,000

**6. Provide plans for any component of your enhancement project not yet completed, including any funds not yet expended.**

Thus far, \$1000 remains unencumbered from the FY07 budget. These funds will be used to help offset operating costs for the UAO in conjunction with the development of the Gen Ed Communications and Assessment plan.

**Appendix D**  
**FY08 Program Enhancement Request**  
**FOCUS Initiative**





Academic Affairs  
Provost Enhancement Request  
FY07 Program Support

Cover Sheet

1. Unit submitting request

Center for Teaching, Learning & Technology  
University Assessment Office  
University College (First Year LinC)

2. Priority number of request: One

3. Short title of the proposed initiative

FOCUS – Faculty Opportunities for Creating Civic and Community Understanding Among Students

4. Project funding

a. Enhancement dollars requested:

Year 1 (FY06): \$39,000  
Year 2 (FY07): \$50,500  
Year 3 (FY08): \$55,500

b. Additional funds to support the project (in-kind match):

*Personnel:*  
Dr. Mardell Wilson (.25FTE)  
Dr. Patrick O’Sullivan (.15 FTE)  
Dr. Nancy Bragg (.25FTE)  
Ms. Danielle Lindsey (.10 FTE)  
First Year LinC instructors (n = 15)  
First Year LinC Coordinator (.25 FTE)

*Estimated current operating budget which supports civic engagement opportunities and training:*

Faculty Survey of Student Engagement	\$2,000
Beginning College Survey of Student Engagement	\$5,400
National Survey of Student Engagement	\$9,000
Faculty Development Support	~\$10,000

5. Contact information

- a. Name: Jan Shane or Chuck McGuire
- b. Phone: 8-7018
- c. Email: [jshane@ilstu.edu](mailto:jshane@ilstu.edu) or [crmcgui@ilstu.edu](mailto:crmcgui@ilstu.edu)



**FY07 Enhancement Request Title:**

**FOCUS: Faculty Opportunities for Creating Civic & Community Understanding Among Students**

Funding will support continued UAO and CTLT collaboration on the FOCUS project – established in Spring 2006 to emphasize the value of civic and community engagement at Illinois State University. (See summary of the FOCUS project on page 34 of this document)

In FY07 this project allowed the development of an extensive awards and grants program supporting departments/school and faculty in developing civic and community engagement opportunities for their students. Three web-based instructional modules were completed and two other additional modules are anticipated for the summer based upon an additional three faculty fellows will be contracted. Funds were also used to provide faculty with opportunities for travel support to attend conferences and workshops to enhance their expertise in civic engagement and the first-year experience. Funds also supported training for academic advisors and First Year LinC faculty, campus civic engagement events, general education review and assessment and an enhanced program review process relative to civic engagement. Finally, plans for a Fall 2008 Innovative Partnerships [Carnegie] conference were also initiated.

**Goals for this initiative in FY08:**

**1. Faculty/student initiatives:**

- a. Continue to refine and implement faculty development activities to ensure that opportunities to support civic and community engagement and first-year students are available to faculty and staff. Coordinate this program with on-going efforts to offer a development program for faculty in their first four years.

Support on-going summer faculty fellows as they develop on-line instructional enhancement modules for faculty to enhance expertise in civic and community engagement and the first year experience.

- b. Provide information and, when appropriate, monetary support to faculty regarding professional conferences focusing on civic and community engagement and first-year experience initiatives.
- c. Increase department/school/faculty interest and participation in FOCUS sponsored events and grant and award programs.

**2. Administrative initiatives:**

- a. Enhance the national visibility of Illinois State through dissemination of information regarding the FOCUS project at the National American Democracy Project annual meeting (June 07 and June 08); the International Conference on the First Year Experience (July 07); Annual Conference on the First Year Experience (Feb 08); and the Innovative Partnerships for Student Learning Conference (Sept 08)



**FACULTY OPPORTUNITIES FOR CREATING CIVIC  
& COMMUNITY UNDERSTANDING AMONG STUDENTS**

- b. Continue to coordinate the First Year LinC program with general education classes and civic and community engagement opportunities. Work with departments to integrate important LinC seminar components into intro to the major courses. Continue to offer a training programming for First Year LinC faculty.
- c. Continue to develop a comprehensive and reasonable plan for assessment of the General Education program tying, where appropriate, the efforts of the American Democracy Project Task Force and the First Year Council. Pilot this assessment plan through the Carnegie Political Engagement Project (PEP).
- d. Continue planning for the Fall 2008 Innovative Partnerships Conference to be hosted by Illinois State University and co-sponsored by Illinois Wesleyan University and Heartland Community College.





**FACULTY OPPORTUNITIES FOR CREATING CIVIC  
& COMMUNITY UNDERSTANDING AMONG STUDENTS**

Budget:

<b>FY2008</b>		
1.	Summer Faculty Fellows (Three faculty at \$5,000 each)	\$15,000
2.	Summer Graduate Assistants (One program and one technical support)	6,000
3.	FOCUS Graduate Assistant (Fall 2007 and Spring 2008)	9,000
4.	Faculty Award Program (Recognition of excellence)	1,000
5.	Department Award Program (Recognition of excellence)	2,500
6.	Grants and Development Opportunities	10,000
7.	Spring 2008 Innovative Partnerships (Carnegie) Conference	10,000
8.	First Year LinC Resource Allocation for Faculty Training	2,000
	<i>Total FY2008</i>	<i>\$55,500</i>

Budget rationale:

Faculty fellows would be selected to develop training plans and educational models for faculty, departments and schools. Two summer graduate assistants would be assigned to the fellows.

The awards program recognizes individual faculty and schools/departments that exemplify the spirit of civic and community engagement and document student impact.

Grants and faculty development opportunities will include: mini-grants and initiative grants to support the development of projects that incorporate a civic and/or community engagement element, travel support for faculty and staff and on-campus webinars and workshops, and to support presentations at national ADP and FYE conferences to enhance the national reputation and visibility of Illinois State University.

The summer training seminar for the First Year LinC faculty includes a significant portion emphasizing the civic and/or community engagement elements of the course.



## FOCUS Initiative

In collaboration with the Center for Teaching, Learning, and Technology [CTLT] and the First-Year Experience, an enhancement proposal was funded for \$50,500 for designing faculty development opportunities which concentrate on integrating civic and community engagement into the curriculum.

- FOCUS [Faculty Opportunities for Creating Civic and Community Understanding among Students] – is a faculty development program designed to emphasize the value of civic and community engagement at Illinois State University. FOCUS will be complimented with specific efforts related to the First Year Experience and General Education, as well as the incorporation civic and community engagement in the individual degree programs.
- Summer 2006, three Faculty fellows were selected to create three on-line faculty development modules. The content for the modules was successfully developed by the three fellows – Dr. Gary Bachman, Dr. Phyllis McCluskey-Titus, and Ms. Jodi Hallsten – by the August 1, 2006 deadline. Design and pilot testing of the modules occurred in Fall 2006 and the modules were successfully launched at the January 2007 Teaching and Learning Symposium as the preface to Dr. George Mehaffy's keynote address. The modules can be accessed from the FOCUS website at [www.focus.ilstu.edu](http://www.focus.ilstu.edu)
- 10 Mini-Grants [\$500 each] and 2 Initiative Grants [\$1500 each] were developed to fund projects that are closely tied to civic and/or community outcomes. In addition, 1 Department/Schools Award [\$2500], and 1 Faculty Award [\$1000] were developed to recognize and reward departments/schools or faculty who have demonstrated their commitment to civic and/or community engagement and its benefits to the students, the University, and the community at large.
- Funds were also provided for the development and implementation of a First Year LinC Training Program for LinC instructors. A great deal of the training program was directed towards the value of civic and community engagement and how such projects could be incorporated into the LinC curriculum.
- Information Open Houses will be hosted regarding the FOCUS Fellowships on February 27<sup>th</sup> and 28<sup>th</sup> in the CTLT Resource Commons. The purpose of this event will be to more thoroughly explain the FOCUS program and the opportunities for the Summer Faculty Fellows. The objective of the Open House is to provide additional information regarding the FOCUS Initiative and the objectives for the Fellows, identified outcomes of their efforts, and application process. In addition, the open format provides ample opportunity for questions.
- Lastly, remaining funds for the FOCUS Initiative will be used to enhance travel opportunities for faculty and some staff to attend conferences, workshops, and tele-seminars in an effort to continue to build a solid foundation of how civic and community engagement contributes to our efforts to enhance Illinois State University's commitment to the enhancement of partnerships for student learning.

**Appendix E**  
**FY08 Program Enhancement Request**  
**Political Engagement Project**

**Academic Affairs  
Provost Enhancement Request  
FY08 Program Support**

**Cover Sheet**

**1. Unit submitting request**

Office of the Provost (Associate Provost) and University Assessment Office

**2. Priority number of request: Two**

**3. Short title of the proposed initiative**

PEP – Carnegie/New York Times Political Engagement Project

**4. Project funding**

- a. Enhancement dollars requested:  
Year 1 (FY07): \$ 35,000 (received)  
Year 2 (FY08): \$ 45,000  
Year 3 (FY09): \$ 45,000

- b. Additional funds to support the project (in-kind match):

*Personnel:*

Dr. Mardell Wilson, UAO (.10FTE)  
Mr. Matt Fuller, UAO (.10 FTE)  
Dr. Jan M. Shane, Provost Office (.10 FTE)  
Ms. Danielle Lindsey, Provost Office (.10 FTE)  
COM 110 instructors (n = 10)  
Individuals and Civic Life instructors (n=8)  
First Year LinC Coordinator (.10 FTE)

*Estimated current operating budget which supports civic engagement opportunities and training:*

Faculty Survey of Student Engagement	\$2,000
Beginning College Survey of Student Engagement	\$5,400
National Survey of Student Engagement	\$9,000
Faculty Development Support (FOCUS)	\$50,500

**5. Contact information**

- a. Name: Jan Shane or Mardell Wilson  
b. Phone: 8-7018 or 8-7008  
c. Email: [jshane@ilstu.edu](mailto:jshane@ilstu.edu) or [mawilso@ilstu.edu](mailto:mawilso@ilstu.edu)

## **FY08 Enhancement request: PEP – Carnegie/New York Times Political Engagement Project**

Illinois State is one of a select group of universities participating in the three-year campus phase of the Political Engagement Project (PEP), starting July 2006. PEP is an initiative of AASCU's American Democracy Project, sponsored by The Carnegie Foundation for the Advancement of Teaching and the New York Times. At Illinois State University, the primary mission of the Political Engagement Project is to enhance students' awareness and understanding of political engagement and impact their level of political involvement and leadership. The project is designed to help students think about democratic participation in broader terms than voting in national elections.

The focus of PEP at Illinois state is curricular. Established goals for the Political Engagement Project will be accomplished primarily through PEP courses which have student learning outcomes in place to guide faculty and student participation in formal learning activities.

1. Create a curricular plan with student learning outcomes that will demonstrate increased student awareness of, and engagement in, political systems and processes (Years 1, 2 and 3).
2. Strengthen partnerships leading to more coordination between curricular and co-curricular activities to enhance political activism by students, faculty and staff (Years 2 and 3).
3. Foster political activism in undergraduate students that leads to an increase in political leadership and participation on and off campus (Years 1, 2 and 3).
4. Develop students' understanding of political and social engagement as a life-long responsibility of all citizens (Years 1, 2 and 3).

The Associate Provost will serve as the Campus Coordinator for the program. In this role she will coordinate the curricular, co-curricular and assessment components of the program and be the primary liaison to the national director. Two faculty will be selected to serve as Political Engagement Fellows. They will coordinate the COM 110 and Individual and Civic Life curricular components of PEP. A PEP Coordinating Team composed of the following individuals will meet periodically to address the goals of the program and ensure on-going assessment.

### **PEP Activities in FY08:**

1. Continue to refine PEP Curricular for first year students in established PEP general education sections.
2. Develop a political engagement teaching module for faculty through the FOCUS program.
3. Tie the Judge Project and Jury Projects to the PEP curriculum as appropriate

4. Establish curricular and co-curricular learning outcomes for second, third and fourth year students (for subsequent years of the PEP project).
5. Continue to participate in PEP initiative at the national level including attendance at PEP meetings (two times per year) and collaboration with the NYTimes on web site activities.
6. Expand print and electronic political engagement resources at Milner Library to support curricular goals and learning outcomes.

#### **PEP Coordinating Team:**

Jan M. Shane, Associate Provost (PEP Coordinator)  
Robert Bradley, Professor of Politics and Government (PEP Carnegie Fellow)  
Steve Hunt, Professor of Communications (PEP Carnegie Fellow)  
Mardell Wilson, Director of the University Assessment Office  
Danielle Lindsey, Co-Director, Council for the First Year Experience  
Carlye Kalianov, Associate Director, University College  
Chad Kahl, Coordinator for Library Instruction and Information Literacy  
Suzanne Bell, Vidette representative, student member  
David McCoy, Student Government Association, student member

#### **Assessment of PEP will include:**

A comprehensive assessment plan for the Political Engagement Project at Illinois State University has been drafted. The assessment process is based upon the four defined goals of the project and will include data from the PEP sections of Communications 110 as well as the control sections, courses within the Individuals and Civic Life category of the Middle Core section of the General Education program, and all Lin-C sections. Supplementary external measures will be identified as the project develops. In addition, in an effort to insure that the process is manageable, yet yields data that can be both formative and summative in nature, the assessment plan will be refined as determined by the PEP coordinating team, with specific assistance provided by the PEP fellows and LinC coordinator.

#### **Faculty Resources:**

As part of the Political Engagement Project, ISU has put together a weekly newsletter called 'PEP Faculty News.' The newsletter is distributed electronically each week to PEP faculty. Each week the newsletter highlights something that would be beneficial to PEP faculty to help engage their students. The faculty are encouraged to post the newsletter for their students to read. Past issues have focused on programs within the Student Government Association, Voter Registration Drives as well as ISU's Constitution Day. The PEP Faculty newsletter is available for viewing on the Illinois State PEP web site: <http://www.ilstu.edu/american-democracy/pep/>

In conjunction with Milner Library, all students in COM 110 receive substantial training in information literacy skills. During the fall, COM 110 instructors teaching PEP sections worked with their liaison librarians to refine informational literacy sessions to support political engagement. Over the next year, this instruction will expand for PEP sections to complement existing assignments in COM 110 designed to develop students' media literacy skills. Milner Library will explore collaborations with other general education courses and courses identified for second, third, and fourth year students.



Milner Library will also explore grants to supplement enhancement funding of political engagement resources, including consortial collection development with other Illinois Universities participating in the American Democracy Project.

**Benefits of PEP participation (to the institution):**

1. Will allow us to apply what we know about the importance of civic engagement to students early in their academic career;
2. Ties FYE and ADP initiatives together through an applied project;
3. Allows to pilot test one proposed method of general education program assessment;
4. Potential for SGA to enhance their visibility and raise student awareness in first years;
5. Provide select general education faculty with a forum to connect with other PEP faculty nationally.

**Budget (note – second year of a three year plan for temporary dollars):**

<b>FY2008</b>		
1.	Two PEP Faculty Fellows (one summer month each)	\$15,000
2.	Stipends for PEP faculty	3,000
3.	LinC Graduate Assistant	4,000
4.	Assessment Special Project Assistant (.25 FTE)	9,000
5.	Enhanced NSSE and BSSE survey	5,000
6.	Travel and Operating costs for faculty fellows and UAO	8,000
7.	Political engagement faculty resources (Milner and UAO)	1,000
	<b>Total FY2008</b>	<b>\$45,000</b>

**Budget rationale:**

Faculty fellows would be selected to develop educational models and course assignments for students in select sections of COM110 and Individuals and Civic Life courses. They will coordinate the efforts of all faculty participating in PEP sections. Each faculty would also received a small stipend for their participation.

The Faculty Fellow for First Year LinC is a 12-month AP who does not receive a summer stipend. This enhancement request would fund a portion of the Graduate Assistant who coordinates this program.

Use of BSSE and NSSE would be increased to allow for participation by all first year students in PEP courses.

Faculty fellows, the Campus Coordinator and Assessment Officer would attend the annual ADP Conference to participate in PEP sessions.

Other operating costs include office supplies and printing costs for curricular development and portfolio assessment activities.

**Appendix F**

**FY08 Program Enhancement Request**

**UAO Director Contract Extension from 11 Months to 12 Months**



**FY07 Program Enhancement Request  
Permanent Funding Request**

**Cover Sheet**

**1. Unit submitting request**

University Assessment Office

**2. Priority number of request: 3**

**3. Short title of the proposed initiative**

UAO Director Contract Extension from 11 Months to 12 Months

**4. Project funding**

Dollars requested: [permanent]

FY08 \$7530

**5. Contact information**

- a. Name: Jan Shane
- b. Phone: 8-7018
- c. Email: [jshane@ilstu.edu](mailto:jshane@ilstu.edu)

**Justification**

The UAO Director's position description has been modified to include responsibility for coordinating and assessing the Political Engagement Project and the FOCUS Initiative and for the development and implementation of the assessment process for the University's General Education Project. These projects are multi-year university-wide initiatives that require a significant amount of additional administrative time, therefore warranting the increase in from an 11 month contract to 12 months.

**Budget (permanent request):**

<b>FY2008</b>		
1.	Salary*	\$7,530
	<i>Total FY2008</i>	<i>\$7,530</i>

\* Currently monthly salary (\$7310) \* 3% increase projected to reflect FY08 salary increases = \$7530

Exact amount would be based upon FY08 salary increases.