

FY09 Consolidated Annual Report

University Assessment Office (UAO)

Submitted by: Dr. Mardell A. Wilson, Director
March 2008

I. Accomplishments and productivity for FY 08

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

GOAL 1: Actively participate in the planning, implementation, analysis, summarization of results, and dissemination of finding for institution-wide assessment efforts.

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 and Political Engagement 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: Work with other units to increase cooperation and coordination of assessment on campus.

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: Develop and maintain assessment efforts, in consultation with various units, which result in appropriate data regarding student learning outcomes for the purpose of accreditation.

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 as well as an enhanced

assessment of the General Education program is implemented, a sense of quality assurance is maintained.

GOAL 4: Serve as partners on select assessment projects of college and university programs.

GOAL 5: Advise faculty and staff on purpose, design, methodology, and use of assessment techniques to enhance student learning.

GOAL 6: Serve the campus by engaging 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 the 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 projects as funds are available

The multiple aspects of engagement in outreach activities as outlined in the UAO Goals 5 and 6 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 7: 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 publications

Certainly UAO's Goal 7 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 at the 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: Actively participate in the planning, implementation, analysis, summarization of results, and dissemination of finding for institution-wide assessment efforts

NSSE – National Survey of Student Engagement

The National Survey of Student Engagement was administered to first-year and senior students during the Spring 2007 semester. Due to improved marketing efforts, a strong response rate of 31% was received. Additionally, the UAO has implemented a pragmatic approach to data dissemination. Specific groups of students were identified in

the institutional data set and included students in LinC, Honors, PEP sections of COM 110, and first time first generation students. Related campus units received reports regarding target groups' engagement compared to all ISU students. Additionally, the UAO has also provided many campus entities with a comparison of minority student and Caucasian student engagement. Many significant conversations have resulted from this more focused approach to NSSE data dissemination.

During calendar year 2007, the UAO and the Center for Teaching Learning and Technology partnered to offer a series of solution-based programming. This series was established from results of the Faculty Survey of Student Engagement (FSSE) and National Survey of Student Engagement (NSSE) in which four areas were identified that faculty and students reported different perceptions of students' abilities and engagement. The four areas included: 1) Writing, 2) Research and Experiential Learning, 3) General Education, and 4) Diverse and Global Perspectives. The UAO and the CTLT offered a series of workshops that addressed various aspects of student writing during the Spring 2007 semester, two half-day workshops focused on research and experiential learning occurred during the May University Teaching Workshop, and general education was the topic for a series of events that took place during the Fall 2007 semester. The final theme, Diverse and Global Perspectives, was the focus of a campus wide, special edition of the UAO newsletter, *Progressive Measures* where several campus colleagues contributed articles that focused on pedagogies which capitalize on broadening students' contribution to discussions/conversations related to diverse topics.

During the Spring 2008 semester, Dr. Renee Tobin joined the UAO team as a Faculty-in-Residence. Dr. Tobin's primary focus will be to help the UAO continue to focus its efforts on disseminating NSSE results to both local practitioners and external publication venues.

Alumni Survey

The response rate for the 2007 Alumni Survey remained stable at 19%. In 2006, several improvements were made to the method of administration of the Alumni Survey. These changes were maintained in the 2007 administration and will continue in 2008. The UAO continues to make every attempt to ensure that communication and marketing are appealing to the current generation of alumni. Additionally, two round-trip tickets on AirTran Airways have once again been obtained to serve as an incentive for completing the survey. The UAO is sincerely appreciative to the Central Illinois Regional Airport and AirTran Airways for this generous donation.

The production of Alumni Survey reports for each department on campus was significantly improved. Making use of new capabilities of the online survey hosting software, SelectSurvey, new processes for report production were implemented and will again be utilized in 2008. Departments/schools with degree programs scheduled for Program Review will continue to receive a composite copy of Alumni Survey results for the years the UAO has administered the survey to provide a cumulative, historical perspective to graduate responses.

All ISU departments were offered the opportunity to develop specific questions for their alumni which could be added to the end of the core survey. The UAO prepared a collection of sample additional questions with the hopes of increasing the number of

departments who decide to use this service. While few departments actually did opt to include additional questions, several found the sample questions useful.

GOAL 2: Work with other units to increase cooperation and coordination of assessment on campus.

GOAL 3: Develop and maintain assessment efforts, in consultation with various units, which result in appropriate data regarding student learning outcomes for the purpose of accreditation.

Goal 4: Serve as partners on select assessment projects of college and university programs.

Goals 2, 3, and 4 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

The implementation of the General Education Institutional Artifact Portfolio process has proceeded with great success. With input from faculty and AP members on the General Education Assessment Task Force, four rubrics were developed to assess the four shared learning outcomes of general education [Critical Inquiry and Problem Solving, Public Opportunity, Diverse and Global Perspectives, and Lifelong Learning]. Clear connections to the 12 General Education goals were also documented on the rubrics. All four rubrics were shared with assessment practitioners at the University of Miami-Ohio, State University of New York- Albany, San Diego State University, Texas A&M University, Blinn College, and the University of Wyoming. External feedback on both the rubrics and the process has been positive.

During the Fall 2007 portion of the pilot, the UAO staff collected 663 student artifacts from 11 courses. Generally speaking, the collection of artifacts proceeded without major problems. Focus groups were conducted near the end of the Fall 2008 semester to determine what faculty members' initial and lasting impressions of the General Education IAP process may have been. Faculty indicated that the collection of artifacts was a success and were extremely pleased with the ease of participation in the IAP process. Faculty also provided feedback on communication and timing of processes that the UAO has implemented in the Spring 2008 phase of the pilot. Additionally, UAO Director Mardell Wilson presented the system to both the full Senate and the Academic Affairs subcommittee which has sent forward an endorsement for the process. Campus-wide, the response to the IAP has been quite favorable.

The Spring 2008 pilot was expanded to include an additional course/category in the Middle Core – US Tradition. The UAO staff expects to collect over 140 artifacts from 6 Inner Core COM 110 classes and approximately 960 artifacts from 13 Middle Core classes.

The UAO has also made significant contributions to the marketing of general education. During the Fall 2007 semester, all ISU faculty and AP professionals received a brochure discussing the faculty investment in general education. Additionally, UAO staff has met with all of the College councils and the Chairs' Council to discuss the importance of

General Education IAP process. Under the direction of Ms. Danielle Lindsey, a new general education website was developed. This website includes many resources for both faculty and students. Specifically a new video which features many students, faculty, and external employers' commentary on the importance of general education was developed with the assistance of the School of Communication. The website also offers faculty the ability to look up their general education course where the linked goals and shared learning outcomes can be identified.

The University Assessment Office has also developed internal processes and resources aimed at supporting the collection and review of artifacts. Mr. Matt Fuller developed a tool which has guided the collection, filing, documentation, and blind review of artifacts. Additionally, UAO staff supported the Council for General Education in completing a syllabi audit. Significant advancements have also been made in the development of an online General Education reviewers' module and processes for the review of artifacts which is scheduled to occur in May 2008 for the one year pilot.

First-Year Experience

In FY 08, Matt Fuller, UAO Assistant Director, worked closely with Ms. Danielle Lindsey, and Ms. Amy Roser, to facilitate the development of an assessment plan for the Provost's Council on the First Year Experience (CFYE). The UAO also supported this assessment plan by administering two surveys to faculty and AP staff to determine their perceived impact on students' first year experience.

Additionally, NSSE data has been used to support conversations about the first year experience. Several indicators in the NSSE reports offered opportunities for the members of the CFYE to discuss potential improvements to the campus' approach to the first year of college. The CFYE will be drafting a formal response to the NSSE data in March 2008. This response will include recommendations to the Provost's Office about efforts to improve student engagement, satisfaction, and achievement.

University College

During FY08 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, Transfer Day, 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, critical reflections, and improved programs for U-College.

Political Engagement Project

The UAO maintains a formal assessment plan for the Political Engagement Project which is in its second year. The assessment plan utilizes a variety of measures to determine the impact of the project and its intended goals/outcomes. NSSE 2007 data, which were aggregated for PEP COM 110 participants, is just one example of data points for the PEP assessment process.

Process for Review of Academic Assessment Plans [PRAAP]

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] has clearly increased the discussion regarding assessment and maintaining assessment practices that clearly lead to useful outcomes.

The first annual update forms have been implemented this year and the first reports are due March 15, 2008. Additionally, this year several programs have documented improvements to their plans and have been engaging the UAO staff to help facilitate assessment plan improvements. In general, the UAO continues to support PRAAP as a model process for systematic department/school assessment.

To support the program's efforts in improving their assessment plans and ultimately their programs, the UAO sponsored Dr. Barbara Walvood, a noted assessment consultant, to host a workshop on October 4, 2007. Over 50 participants were provided an opportunity to edit and improve their assessment plans with Dr. Walvood's guidance and the UAO staff's assistance. Event evaluations indicated that an overwhelming majority of attendees found the event valuable.

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

- College of Business Commencement Survey
- Assessment plan feedback – various departments
- Data Access – Administrative Information Systems- Bill Cummins
- Admissions NSSE data – Nate Bargar
- Campus Advisors Advisory Group – Jim Dirks
- EMAS Focus Groups- Amy Roser
- EMAS Success 101 Assessment Plans – Amy Roser
- EIF Survey – College of Business – Clara Ann Perkins
- College of Business – Assessment of ethical development among students – Ken Newgren
- EMAS – Major Fair – StudentVoice survey utilizing Palms
- LinC Focus Groups- Carlye Kalianov
- Green Team Assessment – Annie Lauire
- Grad Finale – Introduction to the Alumni Survey – Student Affairs
- Student Affairs Graduate Student and Professional Staff Training – Information regarding NSSE data
- University Risk Management – Support in Surveying efforts
- College of Fine Arts – Prospective Student Surveys
- Mennonite College of Nursing – Course Evaluations
- Student Health Services- Analysis of CORE Alcohol and Drug use Survey data
- Accounting Advisory Board – Gerry McKean

GOAL 5: Advise faculty and staff on purpose, design, methodology, and use of assessment technique to enhance student learning.

GOAL 6: Serve the campus by engaging 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.

During the Fall 2007 semester, the UAO concluded a yearlong series of professional development activities stemming from the Faculty Survey of Student Engagement (FSSE) and National Survey of Student Engagement (NSSE) data comparisons. The UAO staff chose to conclude the FSSE-NSSE Series by devoting a special edition of *Progressive Measures* to one of the major themes from the data comparison: Diverse and Global Perspectives. Six faculty members provided intriguing articles for the special edition which has been well received across campus.

UAO Website

Under the direction of former-Staff Clerk, Chris Jackson, current Staff Clerk, Narry Kim, and Ms. Danielle Lindsey – Coordinator of Student Support Services, Office of the Provost, the UAO website received significant revisions in the Fall 2007 semester. Program Review, General Education, and Student Engagement Survey pages were updated. Interactive forms, which support many of the core functions of these assessment processes, were included in the revisions.

StudentVoice

The UAO remains in partnership with StudentVoice – a national assessment facilitator. StudentVoice helps to guide methods of assessment, 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. 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.

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.

There has been a significant increase in the number of projects on campus which have utilized StudentVoice from FY07 to FY08:

- FY 07 28 StudentVoice Projects
- FY08 50 StudentVoice Projects (as of February 25, 2008)

Workshops

As previously reported, the UAO worked with CTLT regarding the FSSE-NSSE solution-based programming series. CTLT program evaluations indicated that the information offered in the sessions will be useful to faculty attendees.

FSSE-NSSE Series Programming included:

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

Additionally the UAO hosted Dr. Barbara Walvrood's workshop, *Assessment, Clear and Simple* on October 4, 2007. A total of 56 individuals from 18 departments/schools attended the event aimed at supporting faculty and AP members as they reviewed and improved departmental assessment plans. Program evaluations indicated that the event resulted in a clearer understanding of effective program assessment.

The UAO also developed and presented three faculty workshops and one DFSC/SFSC workshop related to the IDEA system of student evaluations for the College of Applied Science and Technology. In addition, one of the workshop sessions was repeated for faculty members in the School of Theatre. Plans are underway to repeat the series in FY09 for both CAST and COF.

Presentation of Assessment Results

As previously outlined, during the Fall 2007 semester the UAO published a special edition of the department's newsletter, *Progressive Measures*, devoted to diverse and global perspectives; a theme identified from the FSSE/NSSE data. Mr. Matt Fuller also presented NSSE results to the Provost's Council for the First Year Experience and at the January 2008 Teaching and Learning Symposium. Additional information has been shared with U-College and EMAS regarding comparisons between minority and Caucasian students.

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.

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
- Faculty Excellence Initiative
- 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 FY08 the UAO published several locally-disseminated articles via the *Progressive Measures* newsletter. Additional articles are being drafted for the CFYE newsletter to be disseminated in March 2008. Finally, Dr. Renee Tobin has joined the UAO as a Faculty-Member-in-residence. Dr. Tobin's primary focus will be on the further external dissemination of NSSE and Alumni Survey Data.

GOAL 7: 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 FY08 includes the following:

Peer Refereed Articles

Fuller, MB. (*In Review*). Assessment as a dialogical act: A pedagogy of the assessed. in Schreiner, CS Handbook of research on assessment technologies, methods, and applications in higher education. Ideal Global, Inc: New York, NY.

Noel-Elkins, AV & Wilson, MA. (*In Press*) Program Review of University College at Illinois State University: A Case Study. University College Monograph. Publication of the Association of Deans and Directors of University Colleges.

Ullah, H & Wilson, MA. (2007). Students' academic success and its association to their involvement with learning and their relationships with faculty and peers. College Student Journal, 41(4). 1192-1202.

Peer Refereed Presentations

Wilson, MA, Lindsey, DE. Institutionalizing Civic Engagement with a FOCUS on Faculty Development: Year 3 of the FOCUS Initiative. American Democracy Project National Meeting o Snowbird, UT – June 12-14, 2008.

Fuller, MB. Breaking down the barriers to student engagement: Putting the NSSE Family of surveys to work for your institution. – North Carolina State University Assessment Symposium. - Raleigh, NC - April 24-26, 2008.

Wilson, MA, Murphy, JM, Presley, JW. Linking Evaluation of Assessment Plans with Program Review: A Value-Added Practice. The Higher Learning Commission Annual Meeting – Chicago, IL – April 11-15, 2008.

Wilson, MA, Parry, S. Preparing Your Campus for a New Method of Assessing General Education. Association of American Colleges and Universities – Integrative Designs for General Education and Assessment Conference – Boston, MA – February 21-23, 2008.

Fuller, MB, Lindsey, DE, Roser, A. Strategies for coordinating, enhancing, and assessing a distributed model for the first year experience. Assessment Institute – Indianapolis, IN – November 5-6, 2007

Wilson, MA. Assessing Civic Engagement: A Purposeful Plan for Using Tools Already in Place. Assessment Institute – Indianapolis, IN – November 5-6, 2007.

Tobin, RM, Hudak, S, Wilson, MA. Reactions to the Dietetics Education Task Force's Recommendations: A survey of stakeholders. American Dietetic Association Food & Nutrition Conference and Exhibition – Philadelphia, PA – September 29 – October 2, 2007.

Fuller, M.B. General education assessment: What are some of the options? San Diego State University Assessment Conference – July, 12-15, 2007.

Shane, JM, Lindsey, DE, Wilson, MA. Strengthening a campus-wide civic engagement initiative with a FOCUS on faculty development. International First-Year Experience Conference – Honolulu, HI, July 9-12, 2007.

Staff Refereed and Invited Presentations

Wilson, MA. (2008). Assessment: A Perfect Example of Evidence-Based Practice. Dietetic Educators of Practitioners – Area V Meeting – Indianapolis, IN – April 1-2, 2008.

Fuller, MB. The average ISU student: Findings from the National Survey of Student Engagement. Illinois State University – Teaching and Learning Symposium – Bloomington, IL – January 9, 2008.

Lacy, AC, Wilson, MA, Morrow, M, Johnson, T. (2008). Analyzing and Improving College Teaching: Here's an IDEA! Illinois State University – Teaching and Learning Symposium – Bloomington, IL – January 9, 2008.

Wilson, MA. (2008) Assessing General Education: It's Easy to Get In on the Action! Illinois State University – Teaching and Learning Symposium – Bloomington, IL – January 9, 2008.

Lindsey, DE, Wilson, MA, Brehm, J, Wilson, A, Houge, M. (2008) The FOCUS Initiative: Political Engagement and Innovative Partnership Modules. Illinois State University – Teaching and Learning Symposium – Bloomington, IL – January 9, 2008.

Conferences

Assessment Institute – Indianapolis, IN – November 4-6, 2008.

Illinois State University – Teaching and Learning Symposium – Bloomington, IL – January 9, 2008.

General Education and Assessment – Boston, MA – February 21-23, 2008.

Higher Learning Commission Annual Meeting – Finding Common Ground: Accreditation, Accountability, and Assessment – Chicago, IL – April 11-15, 2008.

Assessment Symposium – North Carolina State University – Raleigh, NC – April 25-27, 2008.

Evaluating Institutional Learning Centeredness – San Diego State University - San Diego, CA – July 12-15, 2007.

American Democracy Project National Meeting – Developing Informed and Engaged Citizens: The Imperative for Higher Education – Snowbird, UT – June 12-14, 2008.

Workshops

Campus Sponsored Training – one or more staff members participating

- Access
- Blackboard
- Contribute

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 FY08 have reached both internal and external stakeholders.

Tangible measures of productivity include the following:

- 2 issues of *Progressive Measures* published annually
- 1 special issue of *Progressive Measures* published
- 1 Peer refereed article
- 1 Peer refereed monograph *In Press*
- 1 Peer refereed book chapter *In Review*
- 9 Peer refereed presentations
- 5 Staff refereed/Invited presentations
- Participation in 7 national conferences
- Participation in 1 local symposium
- Participation in 3 professional skills development workshops

- Represented on 8 campus committees
- Managed \$95,500 in combined enhancement funds for both the PEP and FOCUS Initiatives
- Secured 2 roundtrip-tickets on AirTran Airways courtesy of the Central Illinois Regional Airport and Airtran Airways to use as an incentive for the 2007 Alumni Survey
- Invited all departments and schools to submit additional questions if desired for the 2008 Alumni Survey and provided sample listing from which items could be selected
- Refined and budgeted for a 4 year fiscal cycle for the purposeful administration of the NSSE family surveys
- Obtained a response rate of 31% for the 2007 National Survey of Student Engagement
- Developed purposeful data analysis for NSSE and worked closely with EMAS and U-College to unpack minority data
- Worked with PIR on sample Voluntary System of Accountability and working towards a formal recommendation regarding its adoption
- Reviewed assessment plans for 8 degree programs based upon PRAAP; worked closely with 3 departments/schools to refine assessment plans
- Completed development of the four rubrics to be used for the General Education IAP assessment process and distributed for external review
- Developed web-based training for IAP review
- Collaborated with CTLT and Dr. Sally Parry to develop a 4-part series on General Education for faculty utilizing the FSSE-NSSE data as a foundation.

II. Internal Reallocations and Reorganizations in FY08

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.

During Spring 2008 the UAO was able to hire Dr. Renee Tobin, Psychology, as a Faculty Residence to assist in the interpretation and dissemination of NSSE data. In addition, an additional part-time graduate assistant was also hired to facilitate Dr. Tobin's work in the department.

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 2007, 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. Joan Brehm, Dr. Andrea Winter, and Ms. Megan Hogue – by the August 1, 2007 deadline [note – FY07 funds were used to support these three fellow, FY 08 funds will be used to support three new fellows for Summer 2008]. Review of the modules occurred in Fall 2007 and the modules were successfully launched at the January 2008 Teaching and Learning Symposium. The modules can be accessed from the FOCUS website at www.focus.ilstu.edu
- 8 mini-grants [\$500 each] were funded for projects that are closely tied to civic and/or community outcomes. A facilitated workshop using the first-set of FOCUS modules was conducted where 12 faculty were supported {\$100 each} to participate and complete a possible assignment. Dr. Phyllis McCluskey-Titus and Ms. Jodi Hallsten also were supported for their role as facilitators {\$250 each}. In addition, one Department/Schools Award [\$2500] was funded with one Department receiving an Honorable Mention [\$750] and one Faculty Award [\$1000] was presented to reward campus participants 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 made available to support 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
- Lastly, remaining funds for the FOCUS Initiative have been/will be used to enhance marketing and 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 eight institutions 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 beyond 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 FY09

Describe the unit's most important objectives for FY09.

The following are the major objectives for the UAO to be completed during the 2008-09 academic year:

1. Continue to refine the methodology of the Alumni Survey. Develop a stronger campus understanding of the purpose of the Alumni Survey and how it serves to provide essential evidence for which to base certain programmatic and curricular changes.
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, as well as information from the Alumni Survey, 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. Conduct a department/school audit to determine accuracy of current documents maintained and published by the UAO.
5. Encourage the utilization of StudentVoice to facilitate innovative assessment efforts of academic units campus-wide.
6. Facilitate campus-wide implementation of the Institutional Artifact Portfolio process for assessing the General Education program. Carefully monitor the success of the process including the review as well as the resources necessary for its administration.
7. Target new faculty and chairs/directors as ambassadors for the Gen Ed IAP and PRAAP.
8. Work with members of the Center for Teaching, Learning, and Technology to insure that the FOCUS Initiative persists as enhancement funding is exhausted.
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 including the support of training

efforts for faculty/administration in COF and CAST – the current two colleges that use IDEA.

10. Increase the number and scope of professional publications.

IV. Program Enhancement Requests

Please see **Appendix D – Political Engagement Project**
Appendix E – Coordinator for Academic Success Initiatives
Appendix G – General Education Assessment

V. Position Requests: Replacement and New

None

VI. Facilities Requests

None

Appendix A

Illinois State University
Academic Affairs
Accountability Report for FY08 Program Enhancement
&
PERS 939



FACULTY OPPORTUNITIES FOR CREATING CIVIC
& COMMUNITY UNDERSTANDING AMONG STUDENTS

**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:**
Jan Murphy or Chuck McGuire
Phone: 438-7018
Email: jshane@ilstu.edu or crmcgui@ilstu.edu
- 3. Title:** FOCUS – Faculty Opportunities for Creating Civic & Community Understanding among Students
- 4. Three-year goals for this initiative with work completed for FY08 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 student 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 online-instructional enhancement modules for faculty to enhance expertise in civic and community engagement and the first year experience.

In Summer 2007 three new FOCUS Faculty Fellows [Joan Brehm, Sociology and Anthropology, Megan Houge, School of Communication, and Andrea Wilson, Educational Administration and Foundations] were selected to create two new online instructional modules. The new modules are titled: “Political Engagement: Beyond Politics” and “Innovative Partnerships for Student Learning”. They were introduced to the campus community at the University Teaching and Learning Symposium in January, 2008.

Three new fellows will be selected for Summer 2008 and will be charged with developing two additional modules. Potential topic areas have been discussed, one possible focused module will be developing civic/community engagement class projects/assignments for courses with various enrollments. Other topics have been considered but no decisions have been made to date.

- b. Provide information and, when appropriate, monetary support to faculty regarding professional conferences focusing on civic 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. Faculty/staff received funding to attend the International Conference on the First Year Experience, the Annual Conference for the First-Year Experience, and the Annual ADP conference.

- c. Increase department/school/faculty interest and participation in FOCUS sponsored events and grant and award programs.

Department/School Award Program (Recognition of excellence) 2 applications (1 awarded @ \$2500; 1 honorable mention @ \$750)
Faculty Award Program (Recognition of excellence) 4 applications (1 awarded @ \$1,000)
Initiative Grants (\$1,500 each to support interdisciplinary efforts) Fall 2007 – 0 applicants Spring 2008 – 2 applicants (1 awarded at mini-grant level of \$500)
Mini Grants (\$500 each to support individual projects) Fall 2007 – 6 applications, 4 funded @ \$500 each Spring 2008 – 5 applications, 3 funded @ \$500
A FOCUS Workshop was held on February 21, 2008. The workshop was facilitated by Phyllis McCluskey-Titus and Jodi Hallsted; 2006 Summer FOCUS Faculty Fellows. Utilizing the FOCUS Modules and other resources/activities, participants developed a new class session or new project that could enhance civic and/or community engagement among their students. The two faculty facilitators each received a \$250 stipend and faculty participants received \$100 stipends for their participation. The workshop was quite popular and seats filled quickly; a total of 12 faculty participated. Based upon available residual funding another workshop highlighting the two new modules (Political Engagement and Innovative Partnerships) may be planned for late Spring or early Summer 2008.

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 (February 08); and the Innovative Partnerships for Student Learning conference (September 08).

Peer Refereed Presentations

Wilson, MA, Lindsey, DE. (In Review) The FOCUS Initiative - utilizing various university partnerships throughout campus as a driving force behind the campus-

wide initiative to enhance civic/community engagement. – September 25-26, 2008.

Wilson, MA, Lindsey, DE. Institutionalizing Civic Engagement with a FOCUS on Faculty Development: Year 3 of the FOCUS Initiative. American Democracy Project National Meeting – Snowbird, UT – June 12-14, 2008.

Shane, JM, Lindsey, DE, Wilson, MA. Strengthening a campus-wide civic engagement initiative with a FOCUS on faculty development. International First-Year Experience Conference – July 9-12, 2007.

Wilson, MA. 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.

- 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 intro to the major courses. Continue to offer a training programming for First Year LinC faculty.

Dr. Cariye Kalianov continued the 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. Training for fall 2007 LinC instructors included the FOCUS Modules. LinC receives \$2000 to fund materials for faculty to help facilitate their work with the first-year students.

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).

The UAO and the Council for General Education completed a syllabus audit during Summer 2007 to provide baseline data regarding the incorporation of Gen Ed goals and other elements related to Gen Ed courses.

During the Fall 2007 portion of the pilot the UAO staff collected 663 student artifacts from 11 courses. Generally speaking, the collection of artifacts proceeded without major problems. Focus groups were conducted near the end of the Fall 2008 semester to determine what faculty members' initial and lasting impressions of the General Education IAP process may have been. Faculty indicated that the collection of artifacts was a success and were extremely pleased with the ease of participation in the IAP process. Faculty also provided feedback on communications and timing of processes which the UAO has implemented in the Spring 2008 phase of the pilot.

The Spring 2008 pilot was expanded to include an additional course/category in the Middle Core – US Tradition. The UAO staff expects to collect over 140 artifacts from 6 Inner Core COM 110 classes and approximately 960 artifacts from 13 Middle Core classes.

A communication plan for reintroducing General Education to the campus has been implemented. During Preview 2007 students and family members viewed a new General Education video featuring current students and faculty members addressing the four shared learning outcomes. A new Gen Ed web site was developed which features a quick reference for faculty to find the goals and shared learning outcomes related to their Gen Ed courses. Table tents were displayed in the dining centers during fall 2007 Advanced Registration and posters were distributed to departments and schools in January 2008.

- c. 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.

Planning continues for the Fall 2008 Innovative Partnerships for Student Learning Conference. Keynote speakers have been confirmed – Tony Chambers, Associate Vice Provost, Students and Assistant Professor, University of Toronto, Gwen Dungy, NASPA Executive Director, Cecilia L. López, Vice President for Academic Affairs at Harold Washington College, and Felice Nudelman, Director of Education, The New York Times (The New York Times is an APD and PEP partner). Session proposals are currently being received [deadline is February, 29, 2008]. Faculty and staff from each of the three institutions will review the proposals.

The main location for the conference will be the DoubleTree Hotel and Conference Center however, a progressive dinner will feature all three of the host institutions' campuses. Conference brochures were mailed to faculty and staff at all three host institutions and to institutions throughout the North Central accreditation region.

5. Project Funding Spent to Date:

FY2008			
		Budgeted	Expended or Encumbered
1.	Summer Faculty Fellows (Three faculty at \$5,000 each)	\$15,000	\$15,000
2.	Summer Graduate Assistants (One program and one technical support)	6,000	6,000
3.	FOCUS Graduate Assistant (Fall 2007 and Spring 2008)	9,000	9,000
4.	Faculty Award Program (Recognition of excellence)	1,000	1,000
5.	Department Award Program (Recognition of excellence)	2,500	3,250
6.	Grants and Development Opportunities	10,000	6800
7.	Spring 2008 Innovative Partnerships (Carnegie) Conference	10,000	10,000
8.	First Year LinC Resource Allocation for Faculty Training	2,000	2,000
	Total FY2008	\$55,500	\$53,500

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

Thus far, \$2450 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 and/or for an additional facilitated FOCUS module workshop.

Appendix B

**Illinois State University
Academic Affairs
Accountability Report for FY08 Program Enhancement
&
PERS 939**

**Illinois State University
Academic Affairs
Accountability Report for FY08 Program Enhancements**

1. Unit(s) receiving support

Office of the Provost

2. Contact name, phone, email

Name: Jan Murphy or Mardell Wilson

Phone: 8-7018 or 8-7008

Email: jshane@ilstu.edu or 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).

PEP Mission

The primary mission of the Political Engagement Project is to enhance Illinois State University 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.

Three-year Goals

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).

Progress on PEP Goals 1, 3, and 4: Academic Affairs

The First Year Learning in Communities [LinC] Seminar

Dr. Carlye Kalianov serves as the PEP liaison for the LinC program at Illinois State University. In a small seminar environment LinC provides a jumpstart for the first-year students to: 1) help them learn campus resources, 2) assist them in their transition to college, 3) help them identify potential majors/careers, and 4) introduce them to issues & problems that impact the public. A comprehensive assessment of LinC 2006 resulted in significant changes for LinC 2007.

LinC Highlights – Fall 2007

- 8-wk. First-Year Seminar; fall only; 16 sections of 21-25 students
- All incoming first-year athletes are required to enroll
- Instructors & Peer Leaders team-teach the seminar
- Seminar addresses 3 major themes: 1) transition & University resources, 2) major/minor & career exploration, and 3) involvement & civic engagement
- Seminar involves in-class activities & discussion — moderate amount of preparation outside of class required
- High level of in-class participation required
- Promotion and registration during Illinois State's summer orientation program
- Course offers one credit hour
- During the Fall 2007 semester many new activities, assignments & discussion topics were developed to focus on involvement and more specifically infusion of the goals for the Political Engagement Project. Some example themes included: election issues, community & campus involvement, and diversity.

COM 110 – Communication and Critical Inquiry Pedagogical/Assessment Activities

Dr. Steve Hunt, Professor of Communication, serves as the Carnegie Foundation Political Engagement Scholar for Communication 110 course activities. While efforts to integrate PEP into COM 110 began with eight sections in the fall 2006 semester, over 40 sections will include pedagogy for political engagement in the spring 2008 semester (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.).

Efforts to integrate PEP into COM 110 have expanded substantially over the last year. The PEP instructors involved in the pilot last semester continue to test and refine their pedagogical strategies.

In terms of assessment, the 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.

Initial data assessment indicated that students in enhanced sections experienced a significant improvement in civic health when compared to students enrolled in regular sections. Specifically, students in the enhanced sections experienced greater gains in political skill, knowledge, and a sense of being able to "make a difference" in civic processes compared to students enrolled in regular sections of the course. These students also reported greater interest in the content of the course, the instructor, and the civic engagement behaviors

recommended in the course more than peers in the regular COM 110 sections. Importantly, they were also significantly more motivated to engage in civic and political life than their counterparts.

Our analyses also revealed no significant pre- to post-test differences on measures of political ideology (a measure of conservatism and liberalism). This finding supports previous research reporting that instructors can successfully implement pedagogy for political engagement without altering students' political ideology. In short, results confirm the claim that we have developed pedagogical strategies, using various media, which effectively motivate students' civic and political engagement.

Individual and Civic Life Middle Core Courses

Dr Robert Bradley, Professor of Politics and Government, serves as our Carnegie PEP Fellow and coordinates the inclusion of PEP Goals in the Middle Core – Individuals in Civic Life component of our General Education program. During the Fall 2007 semester sections of CJS-102 [Individuals, Society, and Justice], POL-101 [Citizens & Governance], and POL-106 [U.S. Government & Civic Practices] included various PEP related activities and assignments. For example, the creation of a blog, which is sponsored by a local radio station on its web site, that focuses on the 2008 election and has students contributing posts to the blog. In addition, Dr. Bradley expanded the database from the PEP survey which he has administered to nearly 10,000 students over the entire two-year time span of the PEP project. Preliminary findings indicate that there is a positive correlation between the amount of political engagement emphasis and the students' interest and awareness of politics/policy development.

Dr. Bradley has also worked in developing the Washington Study Tour which will commence in July and focus on political engagement and leadership.

General Education Assessment and PEP

Utilizing PEP enhancement funding, a full scale pilot test of the newly designed General Education assessment process was initiated during 07-08 academic year using the PEP sections of COM 110 and courses in the Individuals in Civic Life and US Traditions categories of the middle core assessing Public Opportunity; one of four shared learning outcomes designed to represent the goals of General Education at Illinois State University. The other three shared learning outcomes include: Critical Inquiry and Problem Solving, Lifelong Learning, and Diverse & Global Perspectives.

In conjunction with the development the Gen Ed Assessment project, a new communications plan for General Education was constructed and implemented in Summer 2007 [PREVIEW] for students and Fall 2007 [New Faculty Orientation and College Councils] 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.

General Education Assessment will provide data to help verify achievement of PEP Goals 1 and 3. Data points addressing Goals 1, 3, and 4 are also being considered for the Alumni Survey and were piloted during the Spring 2007 administration. In addition, similar data points from the

National Survey of Student engagement are also being assessed to determine achievement of Goals 1, 3, and 4.

Progress on PEP Goal 2: Academic and Student Affairs

Dr. Steve Hunt was appointed in Fall 2007 as co-chair of the American Democracy Project with Dr. Brent Paterson, Associate Vice-President of Academic Affairs. In addition, Drs. Bob Bradley and Mardell Wilson and SGA Representative Jason Nippa also serve on the ADP Advisory Council; with a dual role on the PEP Coordinating Team. As greater emphasis was given to PEP Goal 2 – which includes the co-curricular element – during the second year of implementation the purposeful composition of the ADP Advisory Council has been profitable. During the 2007-08 academic year several important PEP related co-curricular activities have been developed, expanded upon, or better identified among the two divisions. A sample of some of these events/activities and identification of student and community impact include:

- *Constitution Day* – ISU hosted Richard Kimball, president of Operation Vote Smart, to be part of our Constitution Day celebration. Our campus was his first stop on a nationwide tour to promote the national tour of Operation Vote Smart.
- *Project Oz Bloomington-Normal Idol 2007* – Members of Lambda Pi Eta (LPH) and Communication Opportunities for Majors and Minors (COMM) teamed up with Project Oz to host the first Bloomington-Normal Idol. Students from five local high schools participated in a number of performance categories (e.g., vocal, dance, poetic expression, etc.). Approximately 1000 members of the community attended the event and all proceeds went directly to Project Oz.
- *Debate on the Iraq War* –The Illinois State University policy debate team competed against the University of Illinois policy debate team on November 10, 2007. The debate addressed the question of whether or not the United States military should withdraw from Iraq. The debate was judged by Illinois State University faculty members in the history and philosophy department. The debate was attended by approximately forty individuals comprised of students, faculty members, and members of the community. Following the debate an in-depth discussion occurred including discussion of debated issues as well as judges' comments.

The debate served as an opportunity to provide a forum for students and community members to hear opposing sides of an argument revolving around a central political issue of our time. The discussion period that followed the debate allowed the audience to share their beliefs about United States military occupation of Iraq. This forum provides individuals both an outlet to express their personal beliefs and an opportunity to hear and critically evaluate opposing viewpoints.

- *Mock Presidential Debate* – Members of the Illinois State University speech and debate team prepared and presented persuasive-style answers from Student Government Association moderators. Each of the seven Forensics students represented a particular Presidential candidate, and answered the questions as if they were the actual candidate. After the moderators completed their questions, audience members were invited to ask questions or provide comments.

Our debaters and speech competitors are regionally and nationally competitive, as they travel to tournaments across the country throughout the academic year. As a result, the

skills they develop enable them to host public debates such as this one. Further, they are able to take their persuasive talents to other schools and influence other students across the nation.

- *Focus the Nation Initiative* – The American Democracy Project and the University’s Green Team are co-sponsoring events for the national Focus the Nation Initiative. During the week of January 28, 2008, faculty, students and staff at institutions across the country will engage in discussions about “Global Warming Solutions for America” in classrooms and at various co-curricular events. The main event for the week will be the showing of “The 11th Hour” with discussion following.

Political Engagement Project Coordinating Team

Mardell Wilson, Acting Associate Provost & Director of University Assessment (PEP Coordinator)
 Robert Bradley, Professor of Politics and Government (PEP Fellow)
 Steve Hunt, Professor of Communications (PEP Fellow)
 Cariye Kalianov, Associate Director, University College (PEP Fellow)
 Mardell Wilson, Director of the University Assessment Office
 Danielle Lindsey, Co-Director, Council for the First Year Experience
 Chad Kahl, Coordinator for Library Instruction and Information Literacy
 Jason Nippa, Student Government Association, student member

5. Project Funding Spent to Date:

FY2008		Budgeted	Expended or Encumbered
1.	Two PEP Faculty Fellows (one summer month each)	\$15,000	\$14,672
2.	Stipends for PEP faculty	3,000	3,000
3.	LinC Graduate Assistant	4,000	3,000
4.	Assessment Special Project Assistant (.25 FTE)	9,000	9,000
5.	Enhanced NSSE and BSSE survey	5,000	2,500
6.	Travel and Operating costs for faculty fellows and UAO	8,000	8,000
7.	Political engagement faculty resources (Milner and UAO)	1,000	1,000
	Total FY2008	\$45,000	41,172

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

Thus far, \$3,828 remains unencumbered from the FY08 budget. These funds will be used to help offset operating costs for the UAO in conjunction with the targeted marketing/implementation of the Gen Ed Communications and Assessment plan and to fund student representation at the ADP conference at Snowbird, UT in June 2008.

Appendix C
FY08 Program Enhancement Request
PEP Initiative

**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: One

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 (received)

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
American Democracy Project	\$13,000
Faculty Development Support (FOCUS)	In Kind
TOTAL	\$29,400+FOCUS

5. Contact information

Name: Jan Shane or Mardell Wilson

Phone: 8-7018 or 8-7008

Email: jshane@ilstu.edu or 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 continue to 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 members will once again be selected to serve as Carnegie Political Engagement Fellows. They will coordinate the COM 110 and Individuals 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 Coordinating Team

Jan Murphy, Associate Provost (PEP Coordinator)
Mardell Wilson, Director of University Assessment
Robert Bradley, Professor of Politics and Government (PEP Fellow)
Steve Hunt, Professor of Communications (PEP Fellow)
Carlye Kalianov, Associate Director, University College (PEP Fellow)
Mardell Wilson, Director of the University Assessment Office
Danielle Lindsey, Co-Director, Council for the First Year Experience
Chad Kahl, Coordinator for Library Instruction and Information Literacy
Jason Nippa [or as identified by SGA], Student Government Association, student member

PEP Activities in FY09:

1. Develop PEP Curriculum for first year students in established PEP general education sections for COM 110, Middle Core categories – Individuals & Civic Life and US Traditions.
2. Facilitate a workshop for interested faculty to use the newly developed PEP ~ FOCUS module to further integrate PEP curricular approaches campus-wide.
3. Emphasize the establishment of curricular and co-curricular learning outcomes for second, third and fourth year students (for sustainability of the PEP project after enhancement funding is exhausted).
4. Continue to participate in the PEP Initiative at the national level including attendance at PEP meetings (two times per year) and collaboration with the NYTimes on web site activities.
5. Identify a partnering institution to involve in the PEP Initiative with the Carnegie Foundation.
6. Expand print and electronic political engagement resources at Milner Library to support curricular goals and learning outcomes.

Assessment of PEP will include:

A comprehensive assessment plan for the Political Engagement Project at Illinois State University will be refined to align with other university assessment efforts. 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. 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:

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 consortia collection development with other Illinois Universities participating in the American Democracy Project.

Benefits of PEP participation (to the institution):

1. Provides a purposeful direction 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 campus-wide implementation of the General Education Institutional Artifact Portfolio assessment process;
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):

FY2008		
1.	Two PEP Faculty Fellows (one summer month each)	\$16,000
2.	Support travel for conference presentations by identified PEP faculty, student representatives	3,000
3.	LinC Graduate Assistant	3,000
4.	Assessment Special Project Assistant (.25 FTE)	9,000
5.	Enhanced NSSE and BSSE survey	5,000
6.	Travel and Operating costs for faculty fellow and UAO	8,000
7.	Political engagement faculty resources (Milner and UAO)	1,000
	Total FY2008	\$45,000

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. PEP associated faculty and student representatives will be eligible for additional travel funds to make ADP/PEP/civic engagement presentations.

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 Director of University Assessment 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 E

FY08 Program Enhancement Request

Coordinator for Academic Success Initiatives

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

Cover Sheet

1. Units submitting request

University Assessment Office
Council for the First Year Experience

2. Priority number of request

Two

3. Title

Assessment Coordinator for Academic Success Initiatives

4. Project funding

Enhancement dollars requested

- a. Year 1 (FY09): \$38,500
 - i. \$36,000 – Assessment Coordinator Salary
 - ii. \$2,500 – Survey Marketing and Support Funds
- b. Year 2 (FY10): \$39,580
 - i. \$37,080 – Assessment Coordinator Salary
 - ii. \$2,500 – Survey Marketing and Support Funds
- c. Year 3 (FY11): \$40,695
 - i. \$38,195 – Assessment Coordinator Salary
 - ii. \$2,500 – Survey Marketing and Support Funds

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

StudentVoice contract as funded by Student Affairs, EMAS/U-College, and the University Assessment Office	\$16,000
UAO Assistant Director (.2 FTE)	\$12,000
NSSE/BCSSE/FSSE & Annual Alumni surveys to support Student Success efforts	\$34,000
TOTAL	\$52,000

5. Contact information

Mardell A. Wilson, Director – University Assessment Office
mawilso@ilstu.edu 8-7008

Danielle Lindsey, Coordinator of Academic Services – Office of the Provost – Co-Chair,
Council for the First-Year Experience
delinds@ilstu.edu 8-3175

Narrative

Description of the initiative, including goals, objectives, showing the relationship to the unit goals and the action items of *Educating Illinois*.

Illinois State University will face many challenges associated with the state's changing demographic profile including identifying, contacting, and assisting high risk students early during the first semester. In addition, the University needs to be able to identify factors that correlate with student persistence. [*Educating Illinois 2007-2014 - Goal 1, Strategy 2, 3, 8*]

An academic success survey such as EASE (Evaluate Academic Success Effectively) administered through StudentVoice, can be customized to the needs of our campus and assist us with identifying, at a critical time, students who can benefit from meaningful intervention by staff from a variety of units (Enrollment Management and Academic Services, Academic Advisement, UCLA, Financial Aid, Housing, Counseling, Student Affairs, Diversity Advocacy and others). [EMAS Strategic Plan for 07-12: *Continue to enhance advisement and academic support programming for all students, particularly those at risk for leaving the University.*]

Administering an academic success survey, such as EASE, would further the work of the Provost's Council for the First Year Experience. Created in May of 2005 as an outcome of our work with the Foundations of Excellence in the First College Year Project, the Council meets periodically throughout the year to review processes related to the learning and development of first-year students. Based on this continuous review the Council recommends intended learning and developmental outcomes, curriculum, activities, and assessment processes to advance the quality of the first-year experience at Illinois State.

The University Assessment Office (UAO) actively participates in the planning, implementation, analysis, summarization of results, and dissemination of findings for institution-wide assessment efforts. The UAO also works with units to increase cooperation and coordination of assessment on campus. An academic success survey such as EASE that can be connected to institutional data, will compliment other assessment efforts including, General Education Assessment, National Survey of Student Engagement and its sister surveys of beginning students and faculty, and programmatic assessment

Describe the expected outcomes or increases in productivity expected from this initiative and how results will be measured or evaluated.

The proposed enhancement request will improve the University's ability to face the challenges associated with the state's changing demographic profile and assist in identifying, contacting, and assisting high risk students. In addition to providing the necessary tools to help identify – at a meaningful time – students who would benefit from staff intervention, this data will allow us to enhance other institutional and programmatic assessments to support more information-driven conversations about policies and program development.

The University currently maintains a contract with StudentVoice, an assessment service provider. Individuals contact the University Assessment Office staff with their plans for assessment. The UAO staff work with the units to develop assessment tools and StudentVoice provides the technology and staff to host the assessment project online or via mobile technology. The number of Academic Affairs' StudentVoice projects continues to grow:

- FY 05 – 17
- FY 06 – 22
- FY 07 – 28
- FY 08 – 50(February 25, 2008)

A more centralized approach to StudentVoice projects will enhance collaboration and information-driven conversations and maximize resources. To support this approach, the University Assessment Office and the Council for the First Year Experience is requesting funds to support the efforts of a designated assessment coordinator. The value of the proposed project and support for the enhancement request has been identified by Assistant Vice President for Enrollment Management and Academic Services – Dr. Jonathon Rosenthal. A letter documenting this support is provided in Appendix F.

Proposed job description for Assessment Coordinator for Student Success Initiatives:

Reporting Unit: University Assessment Office
 Direct Supervisor: Dr. Mardell A. Wilson, Director – UAO

Primary Responsibilities:

- Coordinate the development and implementation (including innovative promotion strategies) of a survey instrument, such as the one described above. Support the analysis of the data and develop and implement a plan for dissemination and use of the results. Support Academic Affairs use of the data (serve on appropriate first year-related committees) (35%)
- Coordinate ongoing StudentVoice surveys from Academic Affairs. Provide all-inclusive support other first year experience assessment efforts including the data analysis and dissemination. (30%)
- Market StudentVoice services to campus units, review and manage requests for survey development, and serve as a liaison between StudentVoice and the campus consumers. (10%)
- Assist with the analysis and requests for data/reports of the National Survey of Student Engagement (NSSE), Beginning College Survey of Student Success, and other data sources for at-risk student populations as well as for all students represented by the surveys. (10%)
- Provide assistance to the UAO Director and Assistant Director for various campus-wide assessment efforts, including the General Education Institutional Artifact Portfolio process and other major accountability efforts requiring UAO participation. (10%)
- Other duties as assigned. (5%)

Budget and budget justification

The assessment coordinator position would require a Bachelor’s degree in an education related major plus 2 years relevant work experience. The candidate will need to possess quantitative skills and have a working knowledge of SPSS, Access, Excel and Word. To attract quality applicants the enhancement is being requested for the maximum three years and the budget includes a 3% annual salary increase to reflect recent state budget allocations. Minimal operation funds are being requested to help support marketing efforts for StudentVoice projects to the target student populations as well as for additional promotion and dissemination efforts.

	FY09	FY10	FY11
Expenditure	Funds Requested	Funds Requested	Funds Requested
Personnel Salary	\$36,000	\$37,080	\$38,195
GR – Marketing, Promotion, and Dissemination	\$2,500	\$2,500	\$2,500
Total	\$38,500	\$39,580	\$40,695

Appendix F

Letter of Support

Coordinator for Academic Success Initiatives



OFFICE OF ENROLLMENT MANAGEMENT AND ACADEMIC SERVICES

308 Hovey Hall • Campus Box 4900 • Normal, IL 61790-4900

Telephone: (309) 438-2156 • Facsimile: (309) 438-8247

To: Mardell Wilson, Acting Associate Provost
From: Jon Rosenthal, AVP, EMAS *JMR*
Date: January 24, 2008

RE: Enhancement Request: EASE Survey (Evaluate Academic Success Effectively)

This is to support the enhancement request from the University Assessment Office to implement, among other StudentVoice initiatives, the EASE Survey (Evaluate Academic Success Effectively).

The EASE survey, customized to the needs of this campus, holds great promise of identifying—at a time when meaningful intervention can occur—students who would benefit from staff contact from a number of service areas, including Academic Advisement, UCLA, Financial Aid, Housing, Diversity Advocacy, and others. The survey would also allow us to identify factors that correlate with student persistence. UNC Charlotte, an institution that has adopted EASE, reports a 5% increase in student retention.

EASE reinforces data collected by the Academic Progress Alert process and may, ultimately, prove to be more useful in identifying at-risk students at a time when meaningful efforts to retain them can be made.

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

Cover Sheet

1. Units submitting request

University Assessment Office

2. Priority number of request: Three

3. Title

General Education Assessment – Institutional Artifact Portfolio

4. Project funding

a. Enhancement dollars requested

- i. Year 1 (FY09): \$ 9,250
- ii. Year 2 (FY10): \$ 9,250
- iii. Year 3 (FY11): \$ 9,250

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

Mardell Wilson – Director [.1 FTE]	\$ 9,708
Matt Fuller – Assistant Director [.1 FTE]	\$ 5,140
UAO Gen Revenue Materials for Gen Ed IAP	\$ 2,150
TOTAL	\$16,998

5. Contact information

Mardell Wilson, Director, University Assessment Office
Phone: 438-7008
Email: mawilso@ilstu.edu

Description of the initiative, including goals, objectives, showing the relationship to the unit goals and the action items of Educating Illinois.

The Institutional Artifact Portfolio process for General Education Program assessment has been designed to help illustrate students' acquisition and demonstration of those vital skills addressed in the General Education Program at Illinois State University. This process will be coordinated by the University Assessment Office. Information collected from the institutional portfolio will provide Illinois State University faculty with the specific data to address strengths and weaknesses of the current general education curriculum. [*Educating Illinois* 2007-2014 – Goal 1:

Illinois State University will demonstrate excellence in scholarship, teaching, and learning at the undergraduate and graduate levels.)

The general education assessment requires various supplies to insure that the artifacts can be collected and cared for in a safe and secure manner. In addition to the reproduction of all artifacts, items must be returned, coded, and organized for the review process. Review teams will be populated by tenure track and 50% or greater appointment non-tenure track faculty and administrative professionals with teaching responsibilities. The two-person team will review 100 random artifacts based upon a total of two Shared Learning Outcomes reviewed per academic year with 100 artifacts collected per core [Inner, Middle, and Outer]. One alternate will be selected in the case of illness or to determine assistance for achievement of a consensus review. Reviewers will be paid a stipend of \$500. Reviewers will be required to complete an online training module prior to attending the 4-day review workshop. The training module will include an introduction to the General Education Program and the assessment process and will outline the reviewer expectations. Inter-rater reliability will be established the first day of the workshop during a introductory one-hour session will questions will also be answered. The workshop is scheduled from 9:00 a.m. – 3:30 p.m. daily and reviewers will be provided refreshments and lunch.

Describe the expected outcomes or increases in productivity expected from this initiative and how results will be measured or evaluated.

The General Education assessment process is a responsible activity to provide evidence for the success of our current Gen Ed program. Support for the physical process and support and training for the general education assessment review teams is essential for the success of the Institutional Artifact Portfolio process. Requiring the reviewers to complete an online module prior to the workshop will maximize the face-to-face workshop time to address their specific concerns/questions and create the best reviewer teams possible.

Budget and budget justification

During the pilot phase costs were recorded and processes were streamlined to insure a quality review that was fiscally responsible. Faculty reviewers will each receive a modest \$500 stipend for their generous efforts in the IAP process. Funds for workshop supplies have been factored into the basic operating expenses for the IAP process. In addition, funds for refreshments/food during the 4-day workshop have also been included in the budget.

Budget	FY09	FY10	FY11
Personnel – Faculty Stipends 13 faculty *\$500 for participation as a review for a 4 day workshop	\$6,500	\$6,500	\$6,500
Equipment Supplies for Gen Ed Assessment including items such as: return receipts/envelopes for artifacts, reviewer folders, labeling system, pens, copy paper, toner cartridges, supplement for Watts contract	2,250	2,250	2,250
Other Refreshments/Lunch for Reviewers for 4 day workshop	500	500	500
Total	\$9,250	\$9,250	\$9,250