FY10 Consolidated Annual Report

University Assessment Office (UAO)

Submitted by: Dr. Mardell A. Wilson, Assistant Provost and Director
March 2009

I. Accomplishments and productivity for FY 09

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 findings 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 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 so 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 findings for institution-wide assessment efforts

NSSE – National Survey of Student Engagement

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 2008 Alumni Survey remained stable at 19%. In 2007, several improvements were made to the method of administration of the Alumni Survey. These changes were maintained in the 2008 administration and will continue in 2009. Additionally, the UAO worked with University Marketing and Communications to develop a purposeful marketing campaign represented by the Alumni survey letters to more directly reflect the preferred communication styles of young ISU alumni. As a result of these efforts, a more attractive, ISU-focused survey invitation letter and reminder were developed and will be used in the 2009 Alumni Survey. University Marketing and Communications has also secured a Nintendo Wii as this year's incentive. The UAO will continue to analyze the effectiveness of these new marketing efforts in 2009 and future administrations of the Alumni Survey.

All ISU departments/schools were offered the opportunity to develop specific questions for their alumni which could be added to the end of the core survey. The UAO has also prepared a collection of sample additional questions with the hopes of increasing the number of departments who decide to use this service. Unfortunately, only three departments/schools have elected to participate in this free service. Additionally, departments/schools were given the opportunity to send out a pre-survey letter of notification to their alumni. In the past, departments/school that participated experienced a 10%-14% increase in their alumni survey response rates. In 2009, only four departments/schools have opted to distributed pre-survey notice letters.

The UAO staff will remain focused on internal and external response to the Alumni Survey. The valuable information provided by our alumni continues to remain generally positive of ISU and most departments/schools. With the expected increase in response rates given the new marketing efforts, departments/schools will renew their commitment to the Alumni Survey. The UAO will continue to focus its efforts on making local use of the Alumni survey in such a way that is meaningful and manageable for ISU departments/schools.

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
During FY 09, the UAO entered the first round of campus-wide participation in the General Education Institutional Artifact Portfolio (IAP). In the

Fall 2008 semester a total of 47 faculty from 11 different academic departments/schools volunteered student assignments for the IAP. During the Spring 2009 semester 63 faculty from 18 departments/schools volunteered for the Gen Ed IAP. UAO have successfully managed the Gen Ed IAP including receiving and returning student work. Several faculty have publically praised the UAO staff for the ease of the IAP system and for the staff's attention to detail. The UAO staff have also begun to implement more "green-friendly" sampling and artifact photo-copying methods which have significantly reduced the number of copies made as a result of the Gen Ed IAP.

During this fiscal year operating procedures for the Gen Ed IAP were internally condensed for UAO staff to outline the process month-to-month. In addition to this useful internal document, the UAO has developed and refined public communications, flyers,and invitations related to the Gen Ed IAP process which also account for much of the program's success. Lastly, work continues with the Council for General Education to establish reporting and data use practices for the Gen Ed IAP. A report of an FY 08 syllabi audit which the UAO facilitated for the CGE will appear in the Spring 2009 edition of *Progressive Measures.*

First-Year Experience
The University Assessment Office has continued a close relationship with the First-Year Experience throughout the 2009 Fiscal Year. In order to identify and support the needs of a First-Year Experience program, specifically those unique to Illinois State University's yearOne program, the new University Assessment Office Coordinator attended the 28th Annual Conference on The First-Year Experience from February 6-10, 2009. This conference provided insight into innovative context-specific research methodologies which are applicable to the First-Year Experience and beyond, as well as promoted creative uses for existing institutional data. The University Assessment Office has also assisted yearOne committee members with identifying trends in the previous cycle of engagement surveys (BCSSE, FSSE, NSSE) to promote discussion on the first-year student at Illinois State University. This included a PowerPoint presentation to committee members on February 20, as well as a matrix outlining each survey's format and conceptual framework.

University College
During FY09 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. The UAO has worked closely with the Transfer Day program assessment, advising on the use of Fall semester focus groups as an alternative assessment tool to the Spring semester survey. The TRiO program – sponsored by Student Support Services – recently used the UAO to develop a survey on the effectiveness of various marketing tools to TRiO membership and participation. A consultation meeting with the Illinois State UCLA has resulted in discussions within UCLA to use NSSE data for program planning. In summary, the relationship between University College and the University Assessment Office continues to be a rewarding one, 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 third 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. In addition, the Public Opportunity Shared Learning Outcome was one of two SLO's reviewed during this year's initiation of the Gen Ed Institutional Artifact Portfolio process for assessing general education. The results of that review will be delivered to the Council for General Education in September 2009.

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 Annual Update process for FY09 will target 11 degree programs with final reports due March 27, 2009. 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 is completing an online tutorial regarding developing effective program level assessment plans. This fully-online module will discuss the purpose of the program level assessment plans and the importance of PRAAP. The module will be a significant asset to the campus and cover many of the repeated questions the UAO addresses annually.

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.

UAO Website
Under the direction of current Administrative Clerk, Narry Kim, the website is reviewed and updated on a regular basis. Program Review, General Education, and Student Engagement Survey pages were updated. Enhancing the usefulness and accuracy of the information remains a primary goal. The Assessment Plan tutorial will be added to the site as soon as it is completed in FY09.

StudentVoice
As of February 17, 2009, there have been 19 projects in StudentVoice during the 2009 Fiscal Year. In addition, the University Assessment Office has been providing support for three surveys which are in the process of being created. Of these 22 total projects, three are continued projects from at least one prior fiscal year; typically, these are projects conducted on an annual basis. A total of 10 offices have utilized the online survey support provided by the University Assessment Office during this fiscal year. A process guide has been developed to ensure a streamlined process for stakeholders who are submitting requests for online survey projects, as well as an e-mail message outlining the materials required to create a project. These documents also promote stakeholder consideration of Institutional Review Board requirements. In addition, online resources for individuals interested in using the University Assessment Office are being developed. Stakeholders are also being counseled on using alternative research methodologies beyond the traditional survey format for online projects.

Although StudentVoice has been an excellent resource for UAO and the campus, it is apparent that continuing with the StudentVoice contract is becoming increasingly cost prohibitive. Currently, the UAO is in discussion with Digital Measures for their surveying portion only, and also exploring other possibilities.

Workshops
The UAO has provided three faculty workshops related to the IDEA system of student evaluations for the College of Applied Science and Technology and the College of Fine Arts. Additional workshops have been planned for the College of Fine Arts for FY09.

During the Fall 2008 semester, the UAO and the Faculty Excellence Initiative Committee (FEIC) partnered to develop and deliver a 95-question survey of faculty needs. The Faculty Needs Assessment was designed to assess five areas of faculty career growth: 1) Teaching, 2) Research, 3) Service, 4)Balance of personal and professional responsibilities, and 5) Motivation to participate in faculty development opportunities. A total of 1,021 faculty from all ranks and who taught a credit generating course in the Fall 2008 semester were invited to participate in the survey and 542 valid responses were received. Thus, a healthy 53% response rate was obtained. The results from the Faculty Needs assessment were representative according to tenure status, rank, gender, and minority status. Discussions and interpretations of data are continuing between and among the UAO staff and FEIC members. However, results generally affirmed the strong perceptions faculty place on teaching, research/creative expression, and service. Additionally, faculty indicated favorable opinions of their support in growth in teaching, research/creative expression, and service. Finally, faculty also offered a ranking of the aspects of a successful career they find most important. Aligning faculty

support efforts with these ranked listings may prove beneficial to future faculty development efforts.

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
- yearOne Committee
- Faculty Excellence Initiative
- PEP Coordinating Team
- Innovative Partnerships for Student Learning Conference [completed September 2008]

Dissemination of Data
As previously outlined, during FY09 the UAO published several locally-disseminated articles via the *Progressive Measures* newsletter. Additionally, the UAO staff produced *The NSSE as a Predictor of College Student Success,* which is being considered under peer review for the *Journal of Assessment and Evaluation in Higher Education,* an international top tier journal. The purpose of this article is to discuss the limitations to self-reported student engagement responses as a predictor of college student success. The article makes use of ISU's longitudinal NSSE data and, thus, fills a gap identified in prior research.

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 FY09 includes the following:

Peer Refereed Articles

Fuller, MB, Wilson, MA, Tobin, R. (In progress). The National Survey of Student Engagement as a predictive tool of collegiate outcomes. *Assessment and Evaluation in Higher Education.*

Book Chapters

Wilson, MA, Fuller, MB. (*In Press*) Assessment of Curricular- and Program-Based Civic Engagement Opportunities. Planning, Implementing, and Sustaining Assessment: Principles and Profiles of Good Practice. Edited by Banta, T. San Francisco, CA. Jossey-Bass.

Wilson, MA, Fuller, MB. (*In Press*) Connecting Assessment to Program Review: A Profile in Good Practice. Planning, Implementing, and Sustaining Assessment: Principles and Profiles of Good Practice. Edited by Banta, T. San Francisco, CA. Jossey-Bass.

Abstract, Proceedings, and Monographs

Wilson, MA, Widner-Johns, T. (In Press). Shared learning outcomes: Bridging the gap between general education and the disciplines. The Higher Learning Commission Annual Meeting, Chicago, IL.

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.

Peer Refereed Presentations

Wilson, MA, Widner-Johnson, T. (2009). Shared Learning Outcomes: Bridging the Gap Between General Education and the Disciplines. The Higher Learning Commission Annual Meeting, Chicago, IL – April 18-21, 2009.

Wilson, MA, Fuller, MB. (2008). Preparing Your Campus for a New Method of Assessing General Education. Assessment Institute – Indianapolis, IN – October 26-28, 2008.

Staff Refereed and Invited Presentations

Wilson, MA, Nevins, K, Pallet, W. (2009). Using Student Rating Information. The Higher Learning Commission Annual Meeting, Chicago, IL – April 18-21, 2009.

Wilson, MA, Fuller MB. (2009). The 2008 Faculty Needs Assessment: Results and Discussion. Illinois State University – Teaching and Learning Symposium – Bloomington, IL – January 7, 2009.

Wilson, MA – Fall and Spring 2008-09 – IDEA Training Presentations. Colleges of Applied Science and Technology and Fine Arts.

Conferences

American Democracy Project National Meeting – Developing Informed and Engaged Citizens: The Imperative for Higher Education – Baltimore, MD – June 11-13, 2009.

Higher Learning Commission Annual Meeting – Finding Common Ground: Accreditation, Accountability, and Assessment – Chicago, IL – April 18-21, 2009.

28th Annual Conference on The First-Year Experience – Orlando, FL – February 6-10, 2009.

Illinois State University – Teaching and Learning Symposium – Bloomington, IL – January 7, 2009.

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

Innovative Partnerships for Student Learning – Illinois State University – Bloomington, IL – September 25-27, 2008.

Applied Statistics Institute – Association of Institutional Research – Cleveland, OH – July 28-August 2, 2008

Workshops

Sponsored Free Training – one or more staff members participating

CTLT Teaching Excellence Series
- *Teaching and Learning with Millennials.* February 25, 2009
- *Speaking of Diversity. The Faculty Experience* – October 1, 2008
- *Guess Who's Coming to Class* – September 9, 2008.

Multiple National Survey of Student Engagement Webinars. *Tuesdays with NSSE*
- Moving Beyond Student Satisfaction: The Use of NSSE as a predictor of student retention
- NSSE and Accreditation
- NSSE and the Voluntary System of Accountability

StudentVoice
- StudentVoice Fundamentals – January 7, 2009
- Methods and Measurements – February 4, 2009
- Rubrics 101: A Tool to Assess Learning –February 18, 2009

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 FY09 have reached both internal and external stakeholders.
Tangible measures of productivity include the following:

- 2 issues of *Progressive Measures* published annually
- 1 Peer refereed article *In Review*
- 2 Peer refereed monographs *In Press*
- 2 Peer refereed book chapters *In Press*
- 2 Peer refereed presentations
- 6 Staff refereed/invited presentations
- Participation in 6 regional/national conferences
- Participation in 1 local symposium
- Participation in 8 professional skills development workshops
- Represented on 6 campus committees
- Secured $9,250 in permanent operating dollars for the Gen Ed IAP
- Invited all departments and schools to submit additional questions if desired for the 2009 Alumni Survey and provided sample listing from which items could be selected
- Refined the budget for the 4-year fiscal cycle for the purposeful administration of the NSSE family surveys
- Obtained a response rate of 54% for the Faculty Needs Assessment
- Provided useful data from NSSE and worked closely with the campus committee revising diversity efforts
- Implemented Gen Ed IAP campus-wide
- Worked with PIR on sample Voluntary System of Accountability and drafted a formal recommendation regarding its adoption
- Reviewed assessment plans for 8 degree programs based upon PRAAP; worked closely with 4 departments/schools to refine assessment plans
- Developed web-based training for Assessment Plan Development
- Provided sample report regarding IAP data for the Council on General Education
- Completed Faculty Needs Assessment reports for T/TT and NTT

II. Internal Reallocations and Reorganizations in FY09

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.

With reallocation for the Director's line, was able to hire Jon Laird as Coordinator of Academic Services to provide much needed additional support to the UAO.

In addition, Narry Kim's position was upgraded from Staff Clerk to Administrative Clerk. Narry makes a significant contribution to the UAO and has been able to add an additional element of organization and management to the Gen Ed IAP process as well as other vital functions of the unit.

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.

The UAO received $9,250 of permanent operating funds to allow for the campus implementation of the General Education Institutional Artifact Portfolio process. These funds are used for artifact collection, as well as for the IAP review workshop which includes $500 for 13 reviewers. Artifact collection and duplication has been streamlined to decrease costs as much as possible. Continued analysis of the process will occur to insure that the project costs remain manageable within the allocated budgeted amount.

C. Attach an Accountability Report for FY09 Program Enhancement [PERS 939] for FY09 Enhancement Dollars.

PEP Enhancement – Appendix A

III. Major Objectives for FY10

Describe the unit's most important objectives for FY10.
The following are the major objectives for the UAO to be completed during the 2009-10 academic year:

1. 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. Update the electronic portfolio of departmental assessment plans with publication of revisions, maintenance of archived documents, and introduction of Annual Reports 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.

4. Facilitate campus-wide implementation and understanding of data generated by 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 and provide appropriate consultation to the Council for General Education as they begin to evaluate the results and make recommendations based upon the data.

5. Continue to target new faculty and chairs/directors as ambassadors for the Gen Ed IAP and PRAAP.

6. Work with members of the yearOne committee to facilitate efforts to appropriately assess the new program.

7. Identify the specific benefits to 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. Expand UAO knowledge of the instrument and its use.

8. Developed a targeted plan to increase the number and scope of professional publications.

9. Consider changing the University Assessment Office name to University Assessment to better represent the integration with the Office of the Provost as the physical description as an "office" is currently not accurate based upon the move to 401 Hovey.

IV. Program Enhancement Requests
None

V. Position Requests: Replacement and New
None

VI. Facilities Requests
None

Appendix A

Illinois State University
Academic Affairs
Accountability Report for FY09 Program Enhancements

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

   Office of the Provost

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

   Name: Jan Murphy
   Phone: 8-7018
   Email: jshane@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 are 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 leading 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 lifelong responsibility of all citizens (Years 1, 2 and 3).

Curricular Activities:

PEP work in the LinC Seminar and COM 110 has continued. In Fall 2008 there were 19 sections of LinC providing political engagement instruction and learning opportunities to over 350 Illinois State students. Civic and political engagement continues to be one of the three major themes explored during the LinC Seminar course. Each year many new assignments, activities, and discussions are designed to further enhance the seiminar's role in the Political Engagement Project.

For Fall 2009 it is anticipated we will again staff 19 sections of the LinC seminar and Dr. Kalianov will continue to serve as the LinC Coordinator and Political Engagement Fellow.

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 2009 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.).

Dr. Hunt coordinated the PEP activities of the COM 110 faculty and provides each with a PEP Training guide. A list of PEP assignments is provided at the end of this document.

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. This has been a more difficult task this year as these sections have gotten much larger and are typically taught by non-tenure track faculty.

Dr. Bradley has also worked in developing the Washington, D.C. Study Tour which was held for the first time in July 2008 and will be run again in July 2009.

Courses in the majors

The PEP Coordinating Team is currently working on developing a list of courses that address political engagement broadly defined as both politics and policy setting including any course that includes a syllabus topic, class exercise and/or assignment that deals with public policy formation, adoption, implementation or impact, agenda setting, and/or civic discourse broadly conceived. The team is also working with Heartland Community College to develop a similar list from among their courses.

From these course lists, CTLT will be able to develop a cadre of faculty with expertise in incorporating political engagement into junior- and senior-level courses.

Faculty development

The two new FOCUS Modules were unveiled by the University Assessment Office at the January 2009 Teaching & Learning Symposium. They are 1) Public Policy; and 2) Civic

Discourse. These modules are available on the American Democracy Project website at http://www.americandemocracy.ilstu.edu/focus_initiative/.

Co-curricular Activities:

Voter initiatives:

A number of curricular and co-curricular initiatives in the 2008-2009 academic year are designed to promote informed voting by Illinois State University students and to support a variety of non-partisan activities in the community.

Trust Me... I'm a Voter
The "Trust Me... I'm a Voter" campaign was designed by Illinois State University students as a voter registration/commitment campaign. The "Trust Me...I'm a Voter" campaign focuses on three primary goals: registering voters, educating voters about issues, and turning out the vote on Election Day. The efforts are non-partisan and focus solely on getting every individual at Illinois State involved and active in the election process. The campaign features buttons with the "Trust Me I'm a Voter" logo, distributed to students, faculty and staff who are both registered and intend to vote. In exchange for the button, participants sign a petition publically committing to vote in the November 2008 election.

The "Trust Me... I'm a Voter" web site provides a wealth of information for students who want to be informed and educated voters including information on voting status, polling location and absentee ballots.

Voter Registration
The Student Government Association has collaborated with the McLean County Registrar to deputize faculty and students. In the first week alone, deputies registered over 2,000 students in classes and at select locations on campus.

Events

- The SGA is sponsoring the 11th District Congressional Debate on campus on October 2, 2008. It is considered to be one of the 10 most important congressional races and is expected to draw a state-wide audience. All three candidates (Halvorson, Ozinga and Wallace) will be participating.

- National spokespersons for Rock the Vote will be on campus on October 3

- The Indy film "18 in 08" will be shown at Illinois State on October 10. This non-partisan film was made by 19 year-old-director David Burstein. It is targeted to 17-24 year-olds and features interviews with politicians, political activities, popular culture figures, commentators and student leaders. "18 in 08" explains what is at stake for youth in the 2008 election, how decisions made in Washington today will affect young people for years to come, the issues and ideas that engage that generation, what turns them off, why they are so cynical about politics, the role of new media in engaging young voters, and candidates who have inspired youth.

- This year's Latino Cultural Dinner on October 22, 2008 featured Maria Echaveste as the keynote speaker. Ms. Echaveste is a former advisor and deputy chief of staff for

President Clinton. She was also a senior advisor to Senator Hillary Clinton during her 2008 Presidential bid. She spoke on the growing political, social and economic influence of Hispanic Americans.

- *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

Jan Murphy, Associate Provost (PEP Coordinator)
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
Chad Kahl, Coordinator for Library Instruction and Information Literacy

Project Funding Spent to Date:

FY2009		Budgeted	Estimated	Expended or Encumbered
1.	Two PEP Faculty Fellows (one summer 2009 month each)	$16,000	$16,027	$0
2.	Support travel for conference presentations by identified PEP faculty, student representatives	3,000	0	0
3.	LinC Graduate Assistant	3,000	0	0
4.	Assessment Special Project Assistant (.25 FTE)	9,000	3,000	3,000*
5.	Enhanced NSSE and BSSE survey	5,000	5,000	5,000*
6.	Travel and operating costs for faculty fellows and UAO	8,000	10,000	0
7.	Political engagement faculty resources (Milner and UAO)	1,000	1,000**	0
	Total FY2008	$45,000	$35,027	$8,000

*transferred to UAO
**Washington DC Study Tour

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

PEP Faculty Fellow summer funds will be paid in summer 2009. Travel support will be for the June 2009 ADP Conference in Baltimore. The Washington D.C. Study Tour is also a summer 2009 expense.

Specific Examples of PEP at Work to follow:

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<p align="center">**Sample 1**</p>

<p align="center">**PEP Activities in COM 110**</p>
<p align="center">**Spring 2009**</p>

News Speech (Lauren Bridgeman, lmbrid2@ilstu.edu & Jenna Russell, jcrusse@ilstu.edu)

Students are assigned world, local, national, or school news, and then present a 2-3 minute speech on a story pertaining to one of these areas at the start of class each day. This assignment allows students to practice public speaking, oral citations, and gets them in the habit of forming their own opinions on social issues. Students also learn about our world on all levels, and apply classroom concepts to world issues.

Civic Dialogue

Ethical Communication (Jennifer Bowman, jmbowma@ilstu.edu). The day that we discussed text on considerations for ethical communication, our class watched the Rick Warren prayer at the Inauguration. In small groups, students answered prompts concerning the context of the political event, the content of Pastor Warren's invocation, and their evaluations of the prayer in regards to ethical communication. We then came together as a class and had group dialogue about their view points.

Media Literacy (Jenna Russell, jcrusse@ilstu.edu). Students prepare for class discussion about media literacy and political engagement by 1. Identifying local/state/national problem, 2. Search news sources for information, 3. Propose solutions and 4. Design a way for implementation. Class discussion identifies news bias, language uses, the business of news, and perception.

PEP Artifacts/Media Interactions

Inauguration Artifact (Jennifer McDade, jlsilva@ilstu.edu). Analysis of President Obama's Inaugural Address (see Sample 2).

View of Democracy (Jenna Russell, jcrusse@ilstu.edu). Students bring in an artifact they feel represents popular culture's view of democracy (examples include newspaper articles, pictures of Obama, YouTube clips, ROTC or army clothing, song lyrics). Discussion centered around current beliefs about government among college students, symbols representing democracy in our popular culture, and why it is important to understand popular culture's view.

Media Advertisement (Jenna Russell, jcrusse@ilstu.edu). Students analyze a mass media advertisement keeping a record of the persuasive strategies ads use and answering questions such as: Are there inconsistencies in the arguments? Are reasons and evidence solid or believable? Are ethos, pathos, logos present? (3-5 page paper)

Media Interactions (Curtis Nash, crnash@ilstu.edu). My two sections (4 & 22) of Com 110 are assigned five media interactions in which they must find a recently recorded political speech. They must evaluate it based on the material that we have covered in class. Examples include Michael Steele's speech at the RNC, Obama's first speech to the nation, Obama's first press conference, speeches on the floor of the Senate and House etc.

Communication Improvement Profile (CIP)

Communication for the Common Good (Jennifer McDade, jlsilva@ilstu.edu). This paper assignment has been adjusted to allow students to evaluate their goals for the semester related to 1.Communication for the common good, 2. Critical consumer of messages, and 3. Participant in a democracy. Along those lines, the students identify a related issue that they will develop through their work throughout the semester (see Sample 3).

Global Youth Service Day (Jenna Russell, jcrusse@ilstu.edu). Part 1: students outline their goals for the semester and Part 2: discuss potential Global Youth Service Day projects and how they feel about civic and political engagement.

Voter Education Assignment: (February-March) (Jennifer McDade, jlsilva@ilstu.edu)

Students will determine where local candidates "stand" on social issues related to their informative speech and develop an artifact.

Local Election Assignment: (late February- mid March) (Jennifer McDade, jlsilva@ilstu.edu)

Students will attend a debate or candidate forum and incorporate this into their group presentation. I've attached the debate assignment from last semester that I will adjust for this semester.

Election Day: (April 7, 2009) (Jennifer McDade, jlsilva@ilstu.edu)

Students will complete an artifact assignment about the local elections.

Social Issues Fair: (Early to mid April) (Jennifer McDade, jlsilva@ilstu.edu)

In preparation for Global Youth Service Day, students will complete this assignment as part of their persuasive speech assignment. Students will participate in peer to peer communication to increase awareness for their social issues. I've attached the assignment from last semester (see Sample 4).

Global Youth Service Day: (April 24th-ish) (Jennifer McDade, jlsilva@ilstu.edu)

Students will participate in the Service Showcase and Civic Engagement Celebration through an electronic portfolio assignment. Students will create a visual aid (poster, YouTube video, flicker, web site, etc) and display this at the Service Showcase. Additionally, this will serve as the call to action for their persuasive presentation.

Mini Group Informative Assignment (Jennifer McDade, jlsilva@ilstu.edu)

Students develop brief informative presentations on current social/political issues (see Sample 5).

Modified Group Presentation Assignment (Lindsay Stuart-Doig, lpstuar@ilstu.edu, Jenna Russell, jcrusse@ilstu.edu, Kyle Zrenchik, kjzrenc@ilstu.edu)

Group speech requires students to go out into the Bloomington-Normal community, find an organization, volunteer for that organization, and demonstrate how other students can contribute to their community.

Students work as a team to help/change a problem they see relevant to our community or campus. Things like service, volunteering, or advocacy are all options and encouraged — class presentations and reflection wrap up our semester to increase confidence and efficacy.

Every semester I have my students for their group speech organize an outside campaign to raise awareness on any topic of their choosing. Along with their campaign, there is an activity where their campaign is seeking volunteers. For example; one group advocated for Habitat for Humanity and got roughly 20 volunteers to go build a house. Another group advocated for recycling and organized cleaning a park one day.

Modified Persuasive Speech Assignment

Persuasive Advocacy (Lindsay Stuart-Doig, lpstuar@ilstu.edu). Persuasive speech requires students to actually persuade at least two people minimum to take action regarding a policy issue of the student's choice (with my approval). This must be done outside of class. For example, a student passionate about proposition 8 could create a plan to persuade others to sign a petition against the bill. Then, the student would come to class on presentation day, present their view on the issue, and then show the class how they made a difference based on the results of their persuasion skills.

One Wish (Tim McKenna, tpmcken@ilstu.edu). For the persuasive speech they are to think of one wish. If they could have one wish in order to change anything in the world what would it be? Then they develop this speech and persuade the audience about this issue or cause. Some of the interesting topics have been, corruption in politics, teen homelessness, freedom, peace, and college tuition and fees. They are encouraged to contact a politician to find out their stance on the issue. They are interesting and amazing speeches.

Persuasive PSAs (Derek Story, djstory@ilstu.edu)

For the persuasion unit, I am asking my students to participate in a week of persuasive communication and activity around their own chosen social issue. They will create a :30 second persuasive PSA that asks the audience to get involved with the social cause using persuasive appeal and claim concepts from class. They are asked to present to the class their PSA on the relevant local social topic and a summary or an artifact that shows success and strategies used. (i.e. Signed petition to go to government body, picture of persuasion in action such as friends and neighbors chalking the quad for the cause, etc). All topics are of course with approval from instructor.

Other PEP Activities

Various classroom activities include analysis of political campaign messages, international affairs issues viewed through multicultural news media outlets, and critically thinking about being engaged citizens in a democracy (Lindsay Stuart-Doig, lpstuar@ilstu.edu).

This semester I am incorporating political ads to analyze for unit 1, political news into the activities for unit 2, and I am combining the group and persuasive speech into two group debates (each group). For the group debates I make each student research and write a very light topic proposal on a social issue that is of interest, timely, and significant to the status quo. I then create a topic/resolution of policy that they will research and debate. The agent in the resolution is the U.S. Federal Government, and each group debates an affirmative and negative round (Nathan Stewart, ntstewa@ilstu.edu).

For this semester, I am requiring each student to choose a political figure, show a clip from YouTube such as a late night program or speech, then apply a Com concept that we have covered in class. So far, I have been impressed of the variety of political figures and their application (Susan Fish, sifish@ilstu.edu).

Sample 2
Inauguration Artifact

Inauguration viewing guide for ISU Inauguration Celebration
Tuesday, January 20, 10:30am-1pm
Brown Ballroom, Bone Student Center: Free lunch, watch it live, open to the public

Topics and themes
  1. Keep a tally of how many times Obama refers to these words/phrases in his speech

Economy	Change
Service	Unification
Abraham Lincoln	John F. Kennedy
Crisis	Faith
America in the world	Sacrifice
Franklin Roosevelt	Young people
Martin Luther King	Democracy
Education	Race

  2. Make notes about three memorable moments in the speech related to these themes
A.

B.

C.

Audience analysis
  3. What are some of the strategies Obama uses to address young people in his speech?

  4. What is effective about these messages? How could it have been more effective?
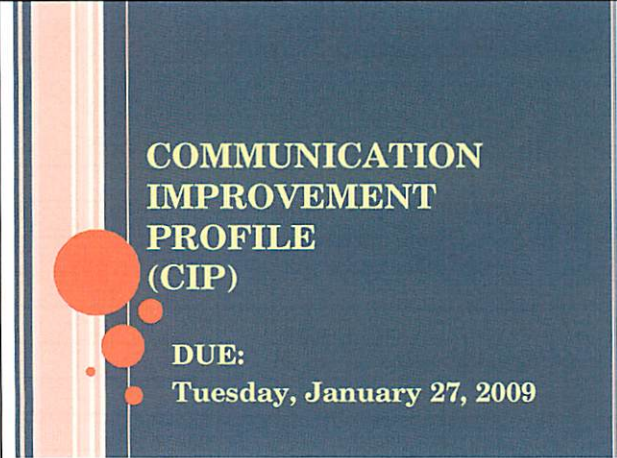

Reading the text
  5. After watching the speech, read the text of the speech (will be available on many internet sites)
A. How is reading the speech different than watching the speech?

B. What is something you heard someone say (media, professor, friend) that you agree or disagree with about the speech?

COMMUNICATION IMPROVEMENT PROFILE (CIP)

DUE:
Tuesday, January 27, 2009

o Purpose of this assignment
  * Self analysis of where you are now
  * Set goals for COM 110
  * Evaluate yourself at the end of COM 110
o Guidelines
  * Typed, double spaced, 12 point font
  * Six paragraphs as described in assignment
  * Staple together:
    o Spiral book page 55
    o Paper
    o CTSA (spiral book page 58-59)

PARAGRAPH ONE: SELF ASSESSMENT: WHERE ARE YOU NOW?

o In the introductory paragraph (5-6 sentences), answer these questions based on your current knowledge and opinions.
  (Preparing to Participate Q from Chapter 18 are your guide for this paragraph)
  * What does it mean to use communication for the common good?
  * What does it mean to be a consumer of messages? (Based on what you learned in the CTSA, are you a critical consumer of messages?)
  * What does it mean to be a citizen in a democracy?

PARAGRAPH TWO, THREE, FOUR, FIVE: WHAT ARE YOUR GOALS FOR COM 110?

o One paragraph (5-6 sentences) per goal to address
  * **Through this course, what is your goal to develop your skills in:**
    o 2: Communicating for the common good?
    o 3: Consuming messages critically?
    o 4 & 5: Participating as a citizen in a democracy? (*see note next slide)
  (Again, Chapter 18 provides "hints" as to information in the text and activities that will help you develop these skills)
  * **Provide specific strategies to achieve each goal**

PARAGRAPH FOUR AND FIVE: PARTICIPATING AS A CITIZEN IN A DEMOCRACY

o 4& 5: Participating as a citizen in a democracy?
o Research and Reflect upon a local, national and/or global issue YOU want to study and serve
o Explain your ideas for impacting our community, state, nation, or world
    4: Describe the issue using research
    5: Explain your ideas for how you will use communication skills from this class to impact that issue

PARAGRAPH SIX CONCLUSION

o Wrap it up
  * Where you can, tie together
    o How will what you develop in this course
       Communicating for the common good?
       Critically consuming messages?
       Participating as a citizen in a democracy?
    o Impact the issue you want to serve
    o And, what will success in achieving this goal mean to you and your community?

Sample 4
Social Issues Fair Assignment

What: Informing your peers about relevant social issues
Where: The Quad and the Lobby of Fell Hall
When: Wednesday, September 17 (all materials due at this time)
Why: Because you believe that discussion is important, you want to spread awareness for change, and you want to "do something" in this class (*your words from August 18, 2008*)
How: Use or refine your response to the quotation ***"We must be the type of change we wish to see in the world"*** to develop your topic for this presentation. Then, narrow that topic as it relates directly to the ISU campus community or the Bloomington-Normal community. (Examples: **Violence** statistics from the ISU campus; **Homeless** shelters in the Bloomington-Normal community; Organizations that provide **foster care** assistance in Bloomington-Normal; Offices on campus that provide **disability** services)
           Keep in mind that your purpose is to inform your audience about this topic by presenting multiple points of view and a variety of information.
           Use a minimum of four academic sources to develop your presentation.
           Develop an outline for an informative presentation that is approximately **60 seconds** in length.
           Develop visual aid materials and include APA citations where necessary. If you plan on using handouts, they must be given to instructor for copies to be made by Friday, September 12th.
           Develop a "Reference" page using APA style guidelines.
           Practice your presentation and be ready to present **relevant information** to your peers.
           Remember that your presentation should engage your peers in meaningful thought and perhaps discussion.
Points: 50 (this is half of the informative speech assignment)

Sample 5
Mini Group Informative Assignment

Mini Group/Informative Assignment
Due: October 6, 2008
Points: 50
Your group will follow the informative speech pattern explained in the spiral book on pages 23 &
24.
You will submit one set of materials for this speech.
This topic for this speech will be an issue of your choice from the list below:
Economy and Jobs
Taxes and Spending
Illegal Immigration
Energy Independence
Values
Health care
Iraq
National Security
Labor
2nd Amendment
Social Security
Funding for higher education

Your group will have four members who will do the following:
Member A   Group moderator; Introduction and Conclusion; Introduce the issue
Member B   Position of Marty Ozinga
Member C   Position of Debbie Halvorson
Member D   Position of Jason Wallace

All group members should try to attend the live debate between these candidates on Thursday,
October 2 at 6:30 pm in the Bone Student Center Brown Ballroom.

You will also be participating in promotion of this event on the quad during our class period
Wednesday next week.

I suggest the following timeline for your work:
Friday, September 26, 2008   Meet group members; choose topic; choose position; exchange
                               emails
Saturday-Monday   Research the candidate position and the issue (Use the following:
                               candidate websites, other websites (facebook), ads, promotional
                               materials, local offices by phone or in person, etc.)
Monday   Develop speech during in class workshop
Wednesday   Promote event on quad; prepare brief issue statement on your
                               position (thesis)
Thursday   Attend debate; meet candidate; gather relevant information
Friday   Develop speech during in class workshop
Monday   Give presentation