

# Progressive Measures

## Mission Statement:

“The University Assessment Office is responsible for conducting a variety of assessment activities related to student learning outcomes using qualitative and quantitative research techniques, providing support services to other units engaged in such assessment, and sharing best practices for and results of assessment activities.”

## From the Director

### Inside this issue:

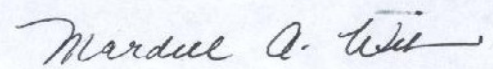
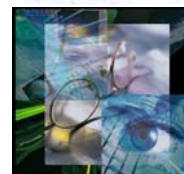
FOCUS Initiatives: A Year in Review	2
FOCUS Fellows Develop Additional Online Learning Modules for ISU	3
The Political Engagement Project at ISU	6
General Education Assessment	7
ISU Students and Active Learning Strategies	8
Alumni Survey	10
Want to do a Survey? Let Student Voice help!	12
CTLT—UAO Update	13

This semester I, or Assistant UAO Director—Matt Fuller have had the opportunity to attend all six of our College’s Council Meetings to discuss the upcoming campus-wide rollout of a new method for General Education Assessment scheduled to begin in Fall 2008. The Institutional Artifact Portfolio [IAP] process is Illinois State University’s response to providing a comprehensive, yet manageable method of assessing our General Education program without demanding additional time and energy from our faculty or students. The College Council meetings have served the introduction to a larger campus plan of providing information and answering questions about the process for both those who contribute to General Education and for those who were consumers of General Education... which includes everyone on our campus! We have enjoyed each and every council meeting as we are able to react to various questions and comments. Yet, more importantly we have experienced what other campuses rarely report—that is a genuine understanding among faculty

and staff that by engaging in such an ambitious assessment effort we are doing the *right* thing for the *right* reasons. As with any assessment method I cannot provide a guarantee that the IAP will be flawless. However, the UAO can assure the campus of Illinois State University that the greatest care has been given to insure that the method preserves the institution as the focus of assessment and is the least intrusive to faculty and students.

When assessment expert, Dr. Barbara Walvoord, visited our campus earlier this month she left with these departing words... “This is a campus with some really great assessment goals. The processes in place and the embracing attitudes of the faculty will enable you to discover valuable information and act upon it in a positive and productive manner.”

Thanks to all of you for making our jobs just a little bit easier!

Associate Professor & Director  
University Assessment Office

## FOCUS Initiatives: A Year in Review

Nadia Wendlandt, G.A. FOCUS Initiatives

It certainly has been a successful second year for the Focus Initiative thus far. Since its founding in January of 2006, it has without a doubt fulfilled its mission to provide ISU faculty with opportunities for civic and community engagement. The most significant additions were the FOCUS Grants and Awards. Thus, not only has FOCUS raised awareness about the benefits of incorporating elements of civic and/or community engagement in the classroom with assistance through the online learning modules, but it has also provided financial support for existing and new pedagogical approaches among ISU Faculty.

For more information on this year's Awards and Grants opportunities please visit <http://www.focus.ilstu.edu>



FACULTY OPPORTUNITIES FOR CREATING CIVIC  
& COMMUNITY UNDERSTANDING AMONG STUDENTS

### A Year in Summary 2006-2007:

- Marketing for awareness of the FOCUS Initiative with breakfasts, luncheons, posters, and flyers on the ISU campus
- Creation of 6 summer fellowships for ISU faculty to develop instructional web-based modules for all of ISU's faculty
- Three online learning modules—with two new modules scheduled for debut in January 2008
- Support and training of First Year LinC Instructors
- Various travel supports for ISU faculty to conferences
- Up to \$7000 in Grants and Awards for Faculty, Departments / Schools
- Several online resources
- Print resources available at the CTLT Resource Library

### The 2007 FOCUS Award Winners

#### Department Award

**The School of Communication** received the Department Award to recognize the school for its commitment to excellence in incorporating civic/community engagement into its curriculum and co-curricular activities.

**The Department of Physics** received an Honorable Mention for its commitment to civic and community engagement in its extra curricular activities.

#### The Faculty Award

**Dr. Sara Cole—Health Sciences** received the 2007 FOCUS Faculty Award. Since the beginning of her career in 2003 she has supervised more than 210 students in the completion of more than 6,600 hours of service-learning. She truly translates the Health Science Department's motto "Learning by Doing" into action as she maintained and recruited 25 service-learning partnerships.

**Dr. Maria Schmeckle—Sociology and Anthropology** received an honorable mention for taking civic and community engagement to another level by introducing an international service-learning awareness project about the plight of children in Brazil into her SOC 262 Marriage and Family course.

#### The FOCUS Coordinating Team

Dr. Mardell Wilson—Director—University Assessment Office

Dr. Patrick O'Sullivan—Director—Center for Teaching, Learning & Technology

Ms. Danielle Lindsay—Coordinator—Academic Affairs—Office of the Provost

Nadia Wendlandt—Graduate Assistant

## FOCUS Fellows Develop Additional Online Learning Modules for ISU Faculty

During this past summer three new FOCUS Fellows worked very hard to create two new online learning modules related to our expanding efforts in civic and community engagement.

The two new modules will add information about Political Engagement and Innovative Partnerships. The two new modules will complement the valuable information provided by the three existing modules available to all Illinois State University faculty and staff. The current modules include:

- What are Civic and Community Engagement?
- Why Incorporate Civic and Community Engagement?
- Innovative Pedagogy for Incorporation Civic and Community Engagement.



The 2007 Summer FOCUS Team

First Row: Ms. Megan Houge - School of Communication ,  
Dr. Andrea Wilson - Department of Educational Administration  
& Foundation

Second Row: Dr. Joan Brehm - Department of Sociology &  
Anthropology, Ms. Nadia Wendlandt - FOCUS GA

To experience the already existing modules please visit: [http://www.focus.ilstu.edu/module\\_series/](http://www.focus.ilstu.edu/module_series/) . Join us at the January 2008 Teaching and Learning Symposium where the two new modules will be introduced.



### A Preview of the New Modules

#### ***Political Engagement:***

This module expands upon Illinois State University's participation as one of eight institutions in a national American Democracy Project initiative, the Political Engagement Project (PEP). The Political Engagement Project is directed by the Carnegie Foundation for the Advancement of Teaching and addresses the serious problem of political disengagement in young people. PEP advocates a dramatic increase in college and university efforts to strengthen students' interest in politics.

The module has been designed to illustrate how to bridge politics and every day life through identifying the touchpoints between the two. By enhancing the students' understanding of the relevant touchpoints, the hope is that students as citizens will be empowered to *make a difference*. The module also addresses the stereotype of political engagement by emphasizing that political engagement goes beyond mainstream politics. Instead political involvement captures many disciplines and concepts relevant to communities where we live, work, and play.

### ***Innovative Partnerships:***

The vision behind the creation of this module was the upcoming conference ISU will be co-hosting September 25-28, 2008 with Heartland Community College and Illinois Wesleyan University. The Innovative Partnerships for Student Learning Conference is designed to bring together faculty, administrators, and students from all types of higher education institutions as well as business and community members to share innovative practices and research on partnerships to promote learning. These partnerships are many and varied and can include valued connections between the curriculum and co-curriculum or between on-campus and off-campus experiences. Partnerships may also form between two-year and four-year institutions both public and private. An effort to highlight civic and community involvement and how to incorporate innovative partnerships to accomplish these goals will be explored during the conference. The module draws some of the connections between the two themes and how the connections can be used to enhance student learning.

For more information on the conference visit <http://www.partnershipsconference.ilstu.edu/>

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### **Reflections on the past summer from the FOCUS Fellows:**

***As political engagement is often stereotyped, how was the research on this topic? What did you take away from the Political Engagement module? Has the work on this topic changed your view on political engagement?***

*Joan: Working on the PEP module only helped to further reinforce my belief that political engagement spans ALL disciplines across campus. It also helped me to see more clearly how any course in any department can incorporate simple elements to broaden students' awareness and critical thinking skills, which works to foster their political engagement and feelings of efficacy. Students and faculty alike are touched by politics every day, from the coffee we drink to the clothing we wear, and working on this module only helped to further validate the importance of that for us as a community that is civically engaged.*

*Megan: I knew about the Political Engagement Project before I began the fellowship, but the research and collaboration for our module helped me to better understand the pedagogical framework for the project, and how to build PEP activities and assignments from the ground up. I also took away an elevated enthusiasm for the whole concept which I have been proud to share with my colleagues.*

***What was the most noticeable aspect you discovered from creating the Innovative Partnership module?***

*Andrea: I realized how important it is for the university to sustain and develop relationships with organizations and institutions within the community so that we can first of all provide the community partners with much needed assistance and service and so that we can continually set the standard for our students to be engaged and active as citizens and professionals.*

*Megan: I didn't realize until I worked on the module the truly positive impact an innovative partnership could have on my pre-existing syllabus. I was especially surprised to learn that there are many resources already available to instructors looking for community partners, and that establishing a partnership wouldn't be a great deal of work. I think that it's important to understand that an innovative partnership can help further civic and political engagement goals while still exposing students to another perspective or outside experiences on the course content.*

***How do the new modules relate to the three previous modules and can one expect something new and exciting?***

*Joan: These modules serve to highlight more specific elements of civic and community engagement—focusing on political aspects and partnership aspects. These modules take the broader concepts of civic and community engagement, and apply them with a specific outcome or objective in mind. I believe that these modules provide more direct examples of how the concepts of civic and community engagement can be more directly incorporated into the social, cultural, and educational fabric of our community. These modules work to demonstrate how civic and community engagement, via political engagement and innovative partnerships, can become a vital foundational element for Illinois State University and the community.*



*Megan: Civic and political engagement are not that far apart in their purposes; both seek to give students the opportunity to apply classroom concepts to the real world, develop critical thinking skills and empower them to make a positive change in their worlds. I think that political engagement in particular challenges students to not accept things at face value and to question why things are the way they are. These concepts are at the heart of our core curriculum, and should be explored purposefully in all of our campus coursework.*

***As individuals take on new opportunities, unexpected outcomes may occur. What “outcomes” did you benefit from that were unexpected?***

*Andrea: I benefited from the unexpected opportunity to attend the American Democracy Project meeting. The sessions were very informative and I was able to meet several very influential individuals in the field. This outcome was one of the highlights of my summer!*

***How did this experience impact your teaching?***

*Andrea: This experience has made me more passionate about my role as a professor and reminded of my “responsibility” to foster civic and political engagement within all of my courses. It is imperative that I never lose sight of this responsibility because if I do, I fail my students and those individuals in the community that need us to be actively engaged and involved.*

*Joan: This experience has given me even greater motivation, and more importantly, a wider array of tools and techniques to really infuse my courses with elements of political engagement. I truly see now how even minor changes to what I already do can work to empower students and engage them in critical thought, which will support their further political engagement in a variety of disciplines.*



**September 25, 26 & 27, 2008 in Bloomington-Normal, IL**

Hosted by Illinois State University, Illinois Wesleyan University, and Heartland Community College

**Call for Proposals – Deadline: January 2008**

The Innovative Partnerships for Student Learning Conference is designed to bring together faculty, administrators and students from all types of higher education institutions as well as business and community members to share innovative practices and research on partnerships to promote learning. These partnerships are many and varied and can include valued connections between the curriculum and co-curriculum or between on-campus and off-campus experiences. Partnerships may also form between two-year and four-year institutions both public and private.

**Conference Goals**

- Feature exemplars of current practices in partnerships for student learning from participating campuses.
- Identify barriers to the development and implementation of joint programs and share resolution strategies.
- Illustrate the benefits that partnerships promote, not only for students, but for faculty, staff, and the community.
- Provide a scholarly forum for recent research on partnerships.
- Foster new partnerships among and within participating institutions.
- Disseminate electronically a collection of papers, web sites, and other resources to share what is learned with institutions nationally.

**Access conference themes and the proposal submission form at:**

<http://www.partnershipconferenceilstu.edu/proposals/>

**Contact information:**

[www.partnershipconferenceilstu.edu](http://www.partnershipconferenceilstu.edu)

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## The Political Engagement Project at Illinois State University

Stephen K. Hunt, Associate professor, School of Communication

Several scholars have persuasively argued that political disengagement among the youth of this country is an issue that should concern all of those in higher education (Beaumont, Colby, Ehrlich, & Torney-Purta, 2006; Hillygus, 2005; Spiezio, Baker, & Boland, 2005). This is a problem worth addressing because, as Galston (2003) argues, the withdrawal of a cohort of citizens from our political system places democracy at risk. Unfortunately, the reality today is that few colleges and universities offer programs that are designed to intentionally develop students' political engagement (Beaumont et al., 2006). I agree with Beaumont et al. (2006) that this lack of interest represents a missed opportunity to the extent that such institutions are "well positioned to promote democratic competencies and participation" (p. 250).

In an attempt to strengthen undergraduate education for engaged citizenship, the American Association of State Colleges and Universities (AASCU) partnered with the Carnegie Foundation for the Advancement of Teaching and *The New York Times* to create the Political Engagement Project (PEP) (see the following website for additional information: <http://www.americandemocracy.ilstu.edu/pep/>). ISU is one of eight institutions participating in this national initiative and, according to the ISU PEP website, the objective of the project is to enhance ISU students' awareness and understanding of political engagement and positively influence their level of political involvement and leadership. Importantly, efforts to institutionalize PEP at ISU have focused on weaving pedagogy for political engagement into the inner (COM 110: Communication as Critical Inquiry) and middle cores (e.g., POLS 101: Citizens and Government and

CJS 102: Society and Justice) of the general education program. Also, instructors teaching First Year LinC seminars (a one-credit semester hour seminar that meets twice per week during the first eight weeks of the semester) are playing an integral role in providing students with politically-oriented service learning opportunities.

Over the next few years the ISU PEP Committee will look for creative ways to strengthen partnerships leading to more coordination between curricular and co-curricular activities to enhance political activism by students, faculty and staff. I am convinced that everyone on the ISU campus, regardless of discipline, can play a significant role in preparing our students for citizenship. I am also convinced that such efforts are absolutely necessary at the present time—it is not a stretch of the imagination to come to the conclusion that what we do (or do not do) for this generation of students will substantially impact the future of our democracy.

### References

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- Galston, W. A. (2003). Civic education and political participation. *Phi Delta Kappan*, 85, 29-33.
- Hillygus, D. S. (2005). The missing link: Exploring the relationship between higher education and political engagement. *Political Behavior*, 27, 25-47.
- Spiezio, K. E., Baker, K. Q., & Boland, K. (2005). General education and civic engagement: An empirical analysis of pedagogical possibilities. *Journal of General Education*, 54, 273-292.



## General Education Assessment

**Danielle Lindsey, Coordinator for Academic Affairs, Office of the Provost**

**Mardell Wilson, Director, University Assessment Office**

As part of the preparations for the implementation of General Education Program Assessment, the General Education Assessment Task Force developed a communication plan to introduce (or re-introduce) the campus community to the General Education Program. One of the first tasks at hand was to develop a new approach to how we present the General Education Program to new students during Preview (summer orientation). The Task Force partnered with School of Communication faculty to develop a video that could be shown to students and families on their first day of Preview. The video was developed around the four Shared Learning Outcomes – Critical Thinking and Problem Solving; Public Opportunity; Diverse and Global Perspectives; and Lifelong Learning – and features current students, President Bowman, faculty, graduate teaching assistants, and community members. Students will also see these four Shared Learning Outcomes on Gen Ed Table Tents that were on display in the residence hall dining centers October 14-26. Another aspect of the communication plan was the redesign of the General Education web site [www.gened.ilstu.edu]. The site includes information for students and faculty; outline of the program structure and requirements, links to specific General Education courses in the new Course Finder, the General Education video and a quick and easy way for faculty to find the General Education goals and Shared Learning Outcomes associated with the General Education courses they teach.

Information about the Institutional Artifact Portfolio (IAP) process for General Education assessment was shared at New Faculty Orientation and Chairs/Directors Orientation. In September all faculty, chairs, directors, and advisors received a brochure outlining the structure of the General Education Program, the value of General Education assessment, and how the IAP process works, including what participation means to faculty members. The University Assessment Office has also partnered with the Center for Teaching, Learning and Technology and their *Teaching Excellence Forest Through the Trees* (past); *General Education: Why Does it Matter to Me and My Discipline?* (Thursday, November 1; 3-4 p.m.; CTLT

Instructional Resource Commons); and *General Education: Is it Working? How Will We Know?* (Thursday, November 13; 3-4 p.m.; CTLT Instructional Resource Commons).

Keep an eye out for more information on how you can contribute to the General Education Assessment—Institutional Artifact Portfolio process in Fall 2008!



**L**earn more about the [General Education Program](#) and the [General Education Assessment—Institutional Artifact Portfolio](#) process by accessing the individual websites.



# Illinois State University Students' Expectations and Involvement in Active Learning Strategies

Caroline Chemosit, Graduate Assistant for Analysis & Technology , UAO

## Abstract

Cross-tabulations of data from first-year students at ISU who participated in the 2006 Beginning College Survey of Student Engagement [BCSSE] and the 2007 National Survey of Student Engagement [NSSE] were used to determine whether there was a relationship between the importance students attached and how they were involved in active learning strategies. The active learning strategies variable is made up of six survey items. The items asked the students how important the activity was to them before going to college and how often they participated in the activity while in college. The results indicated that students placed a high value to an activity but once in college, they were hardly engaged in active learning strategies. The percentage of students that valued active learning strategies ranged between 45% and 82% while the percentage of students that were frequently involved in active learning strategies ranged between 7% and 47%.

## Active Learning Strategies

Students entering college vary in social, economic, political, academic, and intellectual skills, values, beliefs, goals and commitment. Tinto (1987) observed that students' academic intentions and commitment are modified over time due to the students' interactions with

faculty, other students, and the college environment. Tinto further pointed out that satisfying and rewarding college experiences presumably lead to greater integration, and consequently, student retention. Thus, irrespective of students' prior expectations, experiences, and commitment, institutions have a potential to either build or neglect experience and opportunities that can enhance student learning as well as positive college experiences. Cohen (1994) and Chizhik (1998) indicate that an individual's participation in collaborative tasks influences the amount of student learning that takes place. Further, because collaborative groups foster co-construction of ideas, a high level of verbal interaction takes place within these groups.

Table 1 illustrates a summary of how frequently ISU students engaged in active learning strategies while in college and the relative importance they attached to these activities before coming to college. The various activities students engaged in included asking questions in class or contributing to class discussions (47%), working on class assignments with other students outside class (45%), class presentations (41%), working with other students on projects during class (43%), tutoring (9%), and participating in community projects (7%). The percentage of

**Table 1: Importance and engagement in Active Learning Strategies among ISU students**

Types of Activities	Participation in Activities		Importance Attached	
	Very often / Often participate	Sometimes/ Never participate	Very Important	Not important
Class discussions	47	53	82	18
Made a class presentation	41	59	50	50
Worked with other students during class	43	57	80	20
Worked with classmates outside of class	45	55	78	22
Tutoring	9	91	45	55
Community-based project	7	93	54	46



that indicated they valued active learning activities are as following: asking questions in class or contribute to class discussions (82%), working on class assignments with other students outside class (78%), class presentations (50%), working with other students on projects during class (80%), tutoring (45%), and participating in community projects (45%).

Although the students frequently engaged in the above mentioned activities, they attached a higher value to these activities before coming to college. It is important to further investigate: a) why a high percentage of students did not participate in activities that were of significance to them before coming to college, b) the characteristics of students who were less engaged, c) barrier to engagement, and d) what can be done to remove the barrier.

The results of this study should be interpreted with caution since it assumes that students are likely to be frequently engaged in activities that they feel are of importance to them. Understanding why students engage in activities they value is important not only to the administrators but the students as well. There is a potential among the less engaged students to be targeted

with opportunities to motivate them to become more involved in active learning strategies. Understanding these relationships will also guide educational administrators in designing activities that students value. We can also capitalize on sharing such valuable information with our faculty as they consider pedagogical strategies. Future shared programming with the UAO and CTLT can help to disseminate such messages campus-wide and provide practical measures on how to take advantage of this information in the classroom.

### References

- Chizhik, A. (1998). Collaborative learning through high-level verbal interaction: From theory to practice. *Clearing House*, 72(1), 58-61.
- Cohen, E.G. (1994). Restructuring the classroom: Conditions for productive small groups. *Review of Educational Research* 64(1), 1-35.
- Tinto, V. (1997). Classrooms as communities: Exploring the educational character of student persistence. *The Journal of Higher Education*, 68, 599-623.

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## UAO Hosts Dr. Barbara Walvoord

### *Assessment: Clear and Simple*

Ernestine Chris Jackson, Staff Clerk, UAO

During the course of the year, the University Assessment Office hosts several university-wide workshops. On Thursday, October 4, 2007, the University Assessment Office was pleased to present ***Assessment: Clear and Simple*** by Dr. Barbara Walvoord, Professor Emeriti, University Notre Dame.

Dr. Walvoord is a Fellow of Institute for Educational Initiatives and a distinguished Professor of English at Notre Dame. She is the founding director of four faculty-development programs at research and liberal arts institutions (Central College in Iowa, Loyola College in Maryland, University of Cincinnati, and University of Notre Dame) where the programs won national recognition. Dr. Walvoord has published several books and articles on writing, teaching and learning, and is an expert in the field of assessment.

The goal of this workshop, '**Assessment: Clear and Simple**', was to provide faculty and staff with pertinent information to develop clear, concise and valuable program assessment plans.

UAO received numerous positive comments regarding the workshop and we look forward to providing additional opportunities for departments/schools/units to enhance their assessment efforts.

For more information on upcoming workshops, check out the [UAO website](#). We look forward to seeing you at our next event!

## Alumni Survey

### Matt B. Fuller, Assistant Director, UAO

There are many positive updates and results to share about ISU's annual alumni survey! First, the University Assessment Office offered departments and schools new opportunities to participate in the Alumni Survey. Several departments/schools took advantage of the opportunity to include additional department/school specific questions to the alumni survey. The University Assessment Office will again be offering this option to departments/schools in 2008.

Additionally, efforts to continue marketing the alumni survey have proven positive despite a static response rate of 18.3%. The Central Illinois Regional Airport generously provided two roundtrip tickets on AirTran Airways for the 2007 incentive. Departments/schools had an opportunity to mail their graduates a pre-invitation letter. While only a few departments/schools took advantage of this opportunity those that did increased their response rate from previous years and posted higher responses than the university average. The UAO will also provide departments/schools with information on their graduates as well as form letters

which can be personalized for your specific needs. Departments/schools are only responsible for the cost of printing and mailing the pre-invitation letters to their alumni before the April 16th mailing of the survey announcement.

Tables 1-3 provide just a sample of some of the various responses to this year's survey. The annual Alumni Survey provides departments/schools with one type of data that may be helpful in their overall assessment plan. In the four years that the UAO has administered the alumni survey we have found that few of the students' perceptions regarding Illinois State University and their degree program(s) have changed significantly which is encouraging and we can confidently report the following points of pride from the 2007 survey which are comparative to previous years:

- 95.6% of all graduates report being satisfied or very satisfied with the quality of instruction in their degree program

Table 1. How satisfied are you with your current job?

	All Undergraduates <i>n</i> = 1120		All Graduates <i>n</i> = 262		All Alumni <i>n</i> = 1382	
<b>Very Satisfied</b>	450	40.2%	98	37.4%	548	39.7%
<b>Satisfied</b>	393	25.1%	101	38.5%	494	35.7%
<b>Somewhat Satisfied</b>	164	14.6%	41	15.6%	205	14.8%
<b>Somewhat Dissatisfied</b>	61	5.4%	14	5.3%	75	5.4%
<b>Dissatisfied</b>	35	3.1%	4	1.5%	39	2.8%
<b>Very Dissatisfied</b>	17	1.5%	4	1.5%	21	1.5%

Table 2. I was expected or required to work cooperatively with other students on projects, homework, and assignments.

	All Undergraduates <i>n</i> = 1229		All Graduates <i>n</i> = 307		All Alumni <i>n</i> = 1536	
<b>Very Often</b>	520	41.8%	138	44.2%	658	42.3%
<b>Often</b>	499	40.1%	109	32.9%	608	39.1%
<b>Sometimes</b>	190	15.3%	53	17.0%	243	15.6%
<b>Infrequently</b>	20	1.6%	6	1.9%	26	1.7%
<b>Never</b>	0	0%	1	0.3%	1	0.1%

Table 3. Professors used appropriate teaching activities to help me learn.

	All Undergraduates <i>n</i> = 1229		All Graduates <i>n</i> = 307		All Alumni <i>n</i> = 1556	
Very Often	426	34.3%	114	44.2%	540	42.3%
Often	591	47.5%	130	32.9%	721	39.1%
Sometimes	195	15.7%	56	17.0%	251	15.6%
Infrequently	17	1.4%	7	1.9%	24	1.7%
Never	0	0%	0	0.3%	0	0.1%

- 93.4% of all graduates report being satisfied or very satisfied with the intellectual challenges of their degree program
  - 93.6% of all graduates report that ISU was moderately, very, or extremely helpful in helping them develop their critical thinking abilities
  - 85.3% of all graduates report that ISU was moderately, very, or extremely helpful in helping them develop their sense of ethics
  - 87.4% of all graduates report that ISU was moderately, very, or extremely helpful in contributing to a greater understanding of people with different backgrounds
  - 94.3% of ISU's graduates report positive attitudes toward their alma mater 2 years after graduation
  - 96.1% report positive attitudes five years after graduation
  - 90.8% of ISU's graduates report positive attitudes toward their major degree program
- The UAO always looks forward to working with faculty, staff, and departments/schools to improve the alumni survey process in an effort to learn as much as possible from our graduates. If we can provide you or your department/school with any information, please do not hesitate to contact the UAO.

# Progressive Measures

## Special Issue

### Diverse and Global Perspectives

As a final installment to the solution-based programming which resulted from information learned from the Faculty Survey of Student Engagement [FSSE] and the National Survey of Student Engagement [NSSE] a special issue of Progressive Measures will provide pedagogical suggestions for how to successfully approach sensitive topics related to diverse and global perspectives in your classroom. In addition, M. Shane McCreery—Director of the Office for Diversity and Affirmative Action will also include special consideration faculty should keep in mind when sensitive issues are addressed in class.

**Publication Date: November 28, 2007**

## Want to do a survey? Let StudentVoice (and the UAO) help!

Illinois State University faculty and staff have access to a wide variety of assessment resources. One of the most thorough yet easy to use resource is StudentVoice. Thanks to support from the University Assessment Office, Enrollment Management and Academic Services, and the Division of Student Affairs, accessing a wealth of resources on the administration of surveys is only an e-mail or phone call away.

Many ISU faculty and staff have used StudentVoice to produce web and PDA surveys. StudentVoice is an online survey-hosting service free to all ISU faculty and staff engaging in program assessment or scholarly research. Beyond simply hosting your survey, StudentVoice offers an opportunity to **host Palm Pilot surveys**, an easy-to-use website, and user-friendly **data analysis, reporting, and exporting** features. They also offer a multitude of assessment resources including:

- **Prepared Surveys**—StudentVoice works with over 300 institutions across America. In doing so they have built a strong library of example surveys you can use in your studies. Additionally many of these sample surveys have been built upon various professional organization or accrediting organization standards.
- **Relate Data to Your Goals**—StudentVoice offers a user-friendly interface which can help you keep track of various data as they support department goals.
- **Immediately Send Information to Participants Based Upon Their Responses**—Survey responses can be used to send participants an e-mail with links and information to specific campus or departmental resources. This feature can support early intervention and academic success initiatives as well as assist in enhancing student engagement in co-curricular activities.
- **Mass Mailing Management**—Either control and send out e-mail invitations yourself or allow a StudentVoice representative to do it for you. StudentVoice can merge, send, and receive e-mails for you and reduce the amount of time you spend dealing with technology.
- **Opportunities to Participate in National Studies**—StudentVoice offers opportunities to participate in information sharing consortia or national studies. Besides benefiting from locally-gathered assessment data, you will also have the ability to compare how your respondents are doing nationally.
- **Real-time Data Analysis Features**—You can view responses as they come in. No more waiting for nightly updates. When you log in, you can see how responses have come in over time and better judge the best times to send out reminder emails. Also, you will have access to graphs, charts, and cross tabulations of your data.
- **Improved Reporting Functions**—Creating specific reports and exporting them or producing the reports you or your constituents think you will need is easy with StudentVoice. These reports can then be copied into a variety of file types for further dissemination.
- **Access to Assessment Professionals**—The StudentVoice staff is very friendly and responsive to the educators' needs. A highly-trained staff is available to review your survey and offer suggestions, if requested. Additionally, they are very helpful in the unlikely event of technical difficulties.

To learn more about how you can make use of this fabulous service contact the University Assessment Office at [uao@ilstu.edu](mailto:uao@ilstu.edu) or call 438-2135.



**studentvoice™**



## TEACHING EXCELLENCE SERIES

THE CENTER FOR TEACHING,  
LEARNING, & TECHNOLOGY

The Center for Teaching, Learning & Technology's Teaching Excellence Series is designed to meet the needs of faculty who want to explore a teaching-related topic more deeply than is possible in a single workshop. The first series examines General Education through a different perspective than ever before!

### Series I: Seeing General Education through a New Lens

#### Co-sponsored by the University Assessment Office

This series consists of four workshops designed to function individually or as a part of the series. The final two workshops of the series will be held on the following dates—Mark your calendars!

1. **General Education: Why Does it Matter to Me and My Discipline? Thursday, November 1; 3:00-4:00 p.m.; CTLT Instructional Resource Commons** Join a conversation led by a panel of General Education faculty as they explore questions like: "How can Gen Ed be utilized and expanded upon in the discipline, not abandoned or ignored?"
2. **General Education: Is it Working? How Will We Know? Thursday, November 13; 3:00-4:00 p.m.; CTLT Instructional Resource Commons** Find out about the exciting new way we will be assessing our Gen Ed program at the institutional level. Explore the elements of the Institutional Artifact Portfolio and get a chance to see just how simple, and valuable, assessment can really be!



### 8th Annual Symposium on Teaching and Learning

Wednesday, January 9, 2008  
8:00-4:15 p.m.;  
Reception to Follow  
Double Tree Conference Center  
Bloomington, IL

**Symposium theme:** *"Gladly We Learn and Teach: Past, Present, and Future"*

*For 150 years, ISU's faculty has been benefiting students by combining the joy of teaching with the exhilaration of learning. With this legacy in mind, we encourage everyone with teaching responsibilities at ISU (full and part time faculty, teaching assistants, and professional staff) to share the results of and insights gained from recent projects, research, and reflective teaching.*

*Especially welcome are presentations addressing theme-related issues such as: What pedagogical traditions have informed your teaching? How has your own teaching history intersected with or diverged from the teaching history of your discipline? What promising pedagogical practices from your discipline might other disciplines find promising as well? What will the future bring for you and your students' learning? How are you preparing students who will graduate early in the century for lives and careers that will extend into the last half of the century? How has your teaching changed to meet the needs of this new generation of students? What role(s) do both traditional and emerging technologies play in teaching and learning in your classroom? And, to each of these questions, you could—and should!—append the tagline, "Why?"*

**Proposals** will be accepted until **4:00 p.m.** on **Wednesday, October 31, 2007.**

# University Assessment Office

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**UAO Staff**

**Back Row (L to R):** Chris Jackson (Staff Clerk), Dr. Mardell Wilson (Director), Matt Fuller (Assistant Director), Nadia Wendlandt (FOCUS Initiatives Graduate Assistant) **Front Row (L-R):** Casey Wambold (Office Aide), Ramya Chandrashekar (Marketing and Research Graduate Assistant) Caroline Chemosit (Technical Graduate Assistant)

## Assessment Related Conferences/Workshops

[Association of American Colleges and Universities \(AAC&U\)](#)  
[Sharing Responsibility for Essential Learning Outcomes: New Partnerships](#)  
[across Departments, Academic Affairs, and Student Affairs](#)

November 1-3, 2007  
Savannah, Georgia

[The 2007 Assessment Institute](#)  
[Indiana University Purdue University Indianapolis \(IUPUI\)](#)  
November 4-6, 2007 (Pre-Institute Workshops: November 4, 2007)  
Indianapolis, Indiana

[Association for the Study of Higher Education \(ASHE\) 32nd Annual Conference](#)  
[Informing the Public Agenda for Higher Education: The Role & Relevance of Research](#)  
November 8-10, 2007 (Pre-conferences November 7-8)  
Louisville, Kentucky

[Association of American Colleges and Universities \(AAC&U\)](#)  
[Integrative Designs for General Education and Assessment](#)

February 21-23, 2008  
Boston, Massachusetts

[Association for Institutional Research](#)  
[Assessment Institute](#)  
March 31-April 4, 2008