

PART IV. APPENDICES

APPENDIX 1 A TAXONOMY AND LEXICON OF ENGAGEMENT

Engagement is not one thing, but many. Diverse in form but consistent in function, meaningful engagement activities inspire students to become active contributors to their own learning, and to take responsibility for their own education, personal and professional growth. Our role as faculty and staff is to promote and facilitate engagement and leadership opportunities relevant to our particular disciplines and areas of focus, including:

Activities Conducted Within the Context of a Course and During Class Time:

- Soliciting questions and active discussion as a learning tool
- Requiring team projects and/or presentations by students
- Including diverse perspectives in class discussions
- Providing academic challenges that stimulate critical thinking, application of concepts, and communication skills
- Utilizing a variety of teaching techniques to promote learning
- Incorporating a variety of student assessment tools to evaluate the learning process

Activities Conducted Within the Context of a Course but Outside of Class:

- Requiring written assignments necessitating multiple drafts
- Assigning papers or projects that integrate ideas or information from diverse sources or disciplines
- Students working with others to prepare class assignments
- Students tutoring or teaching others in the course
- Including participation in community-based projects as part of the course
- Students and faculty engaging in ongoing discussion of course-related issues
- Students using the Internet to investigate particular aspects of other cultures

Activities Not Related to a Specific Course but Related to Vocational Preparation:

- Students working on independent research or creative projects under the direction of a faculty member
- Students participating in a culminating senior experience
- Participating in study abroad programs
- Students tutoring or teaching others in the students' discipline
- Active involvement in career planning and preparation

Activities Not Necessarily Related to Specific Courses Nor to Vocational Preparation:

- Interaction with students and faculty/staff on departmental or university committees and student life activities
- Participation in community service or volunteer work
- Involvement in learning communities or cohort programs

Experiential Learning Activities:

- Practicum or clinical assignments
- Internship or cooperative education programs
- Field experiences

Social Engagement Activities:

- Involvement in campus or community organizations
- Contribution to campus publications and media outlets
- Participation in student government or other leadership activities
- Involvement in fraternities or sororities
- Participation in intercollegiate or intramural athletics or competitions

Intellectual and Cultural Engagement Activities:

Student led conversations with individuals of different races or ethnicities
 Reflective interactions among students of different religious beliefs, political opinion or personal values
 Immersion in cultures different from one's own
 Attending cultural performances including lectures, concerts, theater or museum shows
 Discussions among students, faculty and staff about music, arts, philosophical issues or public affairs

Civic Engagement Activities:

Involvement in initiatives relevant to the community or society
 Participation in projects aimed at promoting social change
 Students seeking the opportunity to have their voices heard in a public forum
 Students developing the capacity for leadership
 Working as a volunteer, lending time and skills to assist others

Embarking on a process of intentional change requires that all involved have a common understanding of what is intended. To that end, the university must adopt a common language for speaking about engagement, its modes and impacts. Below we define 18 terms that occupy prominent positions in our thought processes and recommendations. While not exclusive, these definitions are meant to capture the spirit and intent of the terms as we employ them throughout the QEP document.

Active Learning (1): Assumes that for learning to occur the student must be actively mentally engaged with the material, that listening is insufficient. Instructional methods involve students in doing activities to enhance learning and in thinking about their learning while they are doing it. The role of the instructor is a facilitator of student activity, not deliverer of information. Many of the other terms in common use (e.g., cooperative learning, service learning) can be seen as subcategories of Active Learning.

Case-Based Learning (1): Assumes the learner must construct his/her learning in order to advance from theory to practice. Students review a specific, realistic, complex event (case) requiring some type action on their part (e.g., a recommendation). The role of the teacher is to facilitate student analysis, discussion, and resolution of the cases through effective questioning.

Civic Responsibility (2): The commitment of a citizen to his or her community. Service-learning and community engagement are often cited as developing students' civic responsibility.

Co-Curricular: Signifies service or activity that is not explicitly connected to an academic course.

Collaborative Learning (1): Assumes that "learning is a naturally social act." (Gerlach, p.8) We learn from sharing our ideas with others in an active, constructive manner that encourages participants to collectively work through problems. The connections between the learners (telling and listening) are a vital part of the process. The role of the instructor is to create the conditions (e.g., setting up student roles) and help the class to synthesize the outcome.

Community Engagement (2): Community engagement, when used in specific reference to scholarship, describes scholarly work that is done with, and for, members of a group outside higher education. It involves generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions.

Community Service (2): Community service refers to actions taken to meet the needs of others and better the community as a whole.

Cooperative Learning (1): Assumes that learning happens when participants realize they are interdependent and seek outcomes beneficial to everyone in the class. Cooperative learning occurs when students "work together to maximize their own and each other's learning." (Johnson, Johnson, & Smith, p.3) Small groups work on assignments until everyone understands and can do them. It is often associated with Collaborative Learning.

Critical Thinking (1): "...is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. It entails the examination of those structures or elements of thought implicit in all reasoning: purpose, problem, or question-at-issue; assumptions; concepts; empirical grounding; reasoning leading to conclusions; implications and consequences; objections from alternative viewpoints; and frame of reference." Scriven, M. & Paul, R., (no date). Statement for the National Council for Excellence in Critical Thinking Instruction. <http://www.criticalthinking.org/university/defining/html>.

Engaged Campus (2): The engaged campus is a college or university that emphasizes community engagement through its activities and its definition of scholarship.

Experiential Education (2): Described by Bill Proudman as "emotionally engaged learning" in which the learner experiences a visceral connection to the subject matter.

Learning Communities (1): This approach takes a more curricular perspective. Learning is assumed to be enhanced when learning activities from two or more courses are integrated or coordinated. Models for accomplishing that integration range from coordinating a single activity for several courses, such as a speaker, to blending a group of interdisciplinary courses in such a way that the separation between the courses is lost. The interdisciplinary focus requires cooperation and coordination by the instructors of the involved courses.

Mastery Learning (1): Learning occurs when the student receives clear performance feedback in progress toward specified learning objectives in the course. Student continue with instructional activities until they achieve mastery on the criterion. The instructor prepares materials and guides the students toward this goal.

Pedagogy of Engagement (1): Quote from Edward Zlotkowski "I'd define the 'pedagogy of engagement' as a teaching strategy comparable to the 'scholarship of engagement'; i.e. it refers to activities that link academic skills and activities with a broader set of public or civic concerns and outcomes. 'Engagement' is not to be equated with any activity that results in personal involvement in the teaching/learning process. Hence, it does not refer to all forms of active learning. Indeed, if the engagement in question does not include both an element of planned reciprocity with the non-academic partner (including goals, decisions, and benefits) and an element of designed reflection (that allows all participants to run simple intervention into complex learning), then that engagement is inherently 'thin' or underdeveloped" DeZure, Deborah. "pedagogy of engagement." 20 Aug 2001. POD@listserv.nd.edu (26 November 2001).

Problem-based Learning (1): Assumes that learning follows from exploring an authentic problem. Students are presented with an appropriate real-world problem and small groups of students work to resolve the problem. The role of the teacher is to facilitate or guide, asking key questions. The outcome is an integrated set of knowledge and skills.

Reflection (2): Reflections describes the process of deriving meaning and knowledge from experience. Virtually all thought entails some level of reflection. Effective reflection engages both teachers and students in a thoughtful and thought-provoking process that consciously connects learning with experience.

Service Learning (1): Assumes that student motivation to learn is enhanced when course activities are involved in fulfilling real world needs. Civic responsibility, as well as critical thinking, is enhanced with this method. The role of the instructor is to reinforce the links between service activity and the course.

Service Learning (2): Service-learning is a particular form of experiential education which includes responding to students' desire to be in the world, learning from experience as well as classes, and to put education to use for the good of others.

Sources:

1. Feedback on Self-evaluation of Teaching Methods for College Faculty

<http://atech2.wku.edu/skuhlens/selfeval/resources.html>

2. Campus Compact Glossary

<http://www.compact.org/aboutcc/glossary/glossary.html>

APPENDIX 2 A LITERATURE REVIEW OF BEST PRACTICES

Books:

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- Gellin, A., 2003. The effect of undergraduate student involvement on critical thinking: a meta-analysis of the literature from 1991-2000. Ph.D., State University of New York at Buffalo.
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Some Online Sources:

two best practices resources at the University of Delaware: <http://cte.udel.edu/bestpract.htm>
<http://www.udel.edu/inst/resources.html>

“Reinventing Undergraduate Education: A Blueprint for America's Research Universities” (The Boyer Commission on Educating Undergraduates in the Research University, 1998):
<http://naples.cc.sunysb.edu/Pres/boyer.nsf/>

news article on NSSE and DEEP, with links: <http://newsinfo.iu.edu/news/page/normal/487.html>
 NSSE homepage: <http://www.iub.edu/%7EEnsse/html/sample.shtml>

“A Brief Summary of the Best Practices in Teaching” (North Seattle Community College):
<http://northonline.sccd.ctc.edu/eceprog/bstprac.html>

“Documenting Effective Educational Practice (Project DEEP)” (Interim Report, Fayetteville State University): http://www.uncfsu.edu/plret/DEEP_Interim_Report.htm

NGA Center for Best Practices, Center Online: <http://www.nga.org/center/>

“Promoting Student Success: Using Student Engagement Data to Improve Educational Practice (Project Deep): http://www.iub.edu/~nsse/acrobat/DEEP_framework.pdf

“Documenting Effective Educational Practice (Project DEEP)” (Interim Report, George Mason University):
http://www.assessment.gmu.edu/deep/PD_GMU_Interim.pdf

“Seven Principles for Good Practice in Undergraduate Education” (Chickering):
<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm>

Learning Community Commons: http://learningcommons.evergreen.edu/03_start_entry.asp

Vision for the 21st Century: A Plan for Excellence (Student Task Force, California State University Fresno): http://www.csufresno.edu/plan/reports/student_summary_appendix.htm

“Can Online Technology Enhance Student Engagement & Learning? Implications for New Pedagogy in Higher Education” (Kennedy): <http://smccd.net/accounts/kennedyc/rsch/>

Student Engagement (Madison Area Technical College):
http://matcmadison.edu/op/vanguard/CriticalQuestions/student_engagement.htm

Student Life--Center for Student Engagement (University of Evansville):
<http://www.evansville.edu/prospects/campuslife/studentlife.asp>

Examples of Good Practice in Earth Science Learning & Teaching: Fieldwork (UK Geosciences Fieldwork Symposium Proceedings): <http://www.gees.ac.uk/essd/field.htm>

Good Practice Showcase (Economics, University of Bristol):
<http://econltsn.irlt.bristol.ac.uk/showcase/all.htm>

LINK: Linking Teaching with Research and Consultancy in the Disciplines of Planning, Land and Property Management, and Building: Resources: <http://owwww.brookes.ac.uk/schools/planning/LTRC/resources.htm>

Student Experiences in the Research University in the 21st Century: A University of California Undergraduate Academic Experience Study: <http://ishi.lib.berkeley.edu/cshe/seru21/index.html>

APPENDIX 3
QEP STEERING COMMITTEE, UTAH GROUP, AND SACS LEADERSHIP TEAM MEMBERS

QEP Steering Committee		
Chair:	Dr. Richard Bowker	
Vice Chair:	Dr. Karl Laves	
BGCC:	Ms. Heather Strobe	
CEBS:	Dr. Pam Petty	Dr. Katrina Phelps
CHHS:	Dr. Suzie Cashwell	Dr. Richard Wilson
GFCB:	Dr. Jerry Gottlieb	Dr. Bob Wharton
OCSE:	Dr. Darwin Dahl	Dr. John Reis
PCAHSS:	Dr. Ted Hovet	Dr. James Kanan
	Dr. Paula Quinn	
DELO and Extended Campus:	Dr. Juanita Bayless	Dr. Dawn Bolton
University Libraries:	Dr. Charles Smith	
General Education/BOR:	Dr. Robert Dietle	
University Honors Program:	Dr. Doug McElroy	
American Democracy Project:	Dr. John Hardin	
American Humanics Project:	Dr. Ray Poff	
Student Affairs and Campus Services:	Dr. Becky Bennett	Mr. Ben Ellis
	Ms. Donna Gregory	Ms. Lynne Holland
	Mr. Scott Taylor	
Graduate Students:	Ms. Lisa Buttrey	Ms. Lindsey Bale
Student Government Association:	Ms. Jennifer Corum	Mr. M. Todd Osborne
	Mr. Troy Ransdell	
University Senate:	Dr. John Bruni	Dr. Tracey Young
SACS Reaffirmation Review Project:	Dr. Dennis George	Dr. Retta Poe
VPAA Office:	Dr. James Flynn	Dr. John Petersen

Utah Group

Team Leader:	Dr. Barbara Burch	
Steering Committee Chair/Vice-Chair:	Dr. Richard Bowker	Dr. Karl Laves
Team Members:	Dr. Dennis George	Dr. Mark May
	Ms. Jessica Martin	Dr. Doug McElroy
	Dr. Katrina Phelps	Dr. Retta Poe
	Dr. Lawrence Snyder	

SACS Leadership Team

Chairs:	Dr. Dennis George	Dr. Retta Poe
Team Members:	Dr. Gary Ransdell	Dr. Barbara Burch
	Dr. John Petersen	Mr. Robert Cobb
	Dr. Jim Flynn	Dr. Joe Glaser

APPENDIX 4
SELECTED REFERENCES RELATED TO THE RELATIONSHIP BETWEEN ENGAGED LEARNING
AND GROWTH OF EDUCATED CITIZENS

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APPENDIX 5
SAMPLE NSSE QUESTIONS AND ASSOCIATED 2003 RESULTS

Unless otherwise indicated, student responses are coded as follows:

1 = Never, 2 = Sometimes, 3 = Often, and 4 = Very Often

In your experience at your institution during the current school year, about how often have you done each of the following ?

Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments.

2003 Results: Freshmen = 2.48, Seniors = 2.78

Participated in a community-based project (e.g., service learning) as part of a regular course.

2003 Results: Freshmen = 1.23, Seniors = 1.59

During the current school year, about how often have you done each of the following ?

Attended an art exhibit, gallery, play, dance, or other theater performance.

No Data - Question not on 2003 NSSE

Tried to better understand someone else's views by imagining how an issue looks from his or her perspective.

No Data - Question not on 2003 NSSE

Which of the following have you done or do you plan to do before you graduate from your institution ? (0 = Undecided or No and 1 = Yes)

Practicum, internship, field experience, co-op experience, or clinical assignment.

2003 Results: Freshmen = 0.79, Seniors = 0.73

Community service or volunteer work.

2003 Results: Freshmen = 0.67, Seniors = 0.61

Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)

2003 Results: Freshmen = 0.30, Seniors = 0.51

To what extent does your institution emphasize each of the following ?

Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.

2003 Results: Freshmen = 2.36, Seniors = 2.28

Attending campus events and activities (special speakers, cultural performances, athletic events, etc.).

2003 Results: Freshmen = 2.51, Seniors = 2.42

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas ?

Voting in local, state, or national elections.

2003 Results: Freshmen = 1.69, Seniors = 1.85

Understanding people of other racial and ethnic backgrounds.

2003 Results: Freshmen = 2.41, Seniors = 2.60

Solving complex real-world problems.

2003 Results: Freshmen = 2.40, Seniors = 2.61

Contributing to the welfare of your community.

2001 Results: Freshmen = 2.08, Seniors = 2.22

APPENDIX 6
SAMPLE WKUSES ITEMS AND 2004 RESULTS RELEVANT TO SUDENT ENGAGEMENT

In all cases, student responses are coded as follows: 1—unfavorable, never—to 4—excellent, very often

To what extent has the COURSE WORK in your MAJOR contributed to your:

acquiring job/work-related knowledge ?
2004 Results 4

applying theories/concepts to practical problems/new situations ?
2004 Results 3.87

working effectively with others ?
2004 Results 3.9

To what extent have your GENERAL EDUCATION COURSES contributed to your:

thinking critically and analytically ?
2004 Results 3.3

understanding diverse cultures ?
2004 Results 3.26

As a student at Western, HOW OFTEN have you:

participated in practicum courses, internships, co-ops, clinical assignments, or field experiences ?
2004 Results 2.97

interacted with people from different backgrounds or cultures ?
2004 Results 3.52

performed community service/volunteer activities ?
2004 Results 2.64

participated in research projects with a faculty member ?
2004 Results 1.73

presented a project or paper with a faculty member ?
2004 Results 1.6

attended a play, concert, art exhibit, lecture, or other cultural event ?
2004 Results 2.88

participated in a meeting or activities of a professional organization ?
2004 Results 2.63

participated in study abroad or other international activities ?
2004 Results 1.4

participated in leadership training or had a leadership role ?
2004 Results 2.23

worked with a faculty member on a project outside class ?
2004 Results 3.74

How many of the courses in your major included knowledge or activities that will help you become a contributing citizen ?

2004 Results 3.31

How many of your non-major courses included knowledge or activities that will help you become a contributing citizen ?

2004 Results 2.95

How many of the courses in your major required community involvement, volunteerism or other out of class learning activities ?

2004 Results 2.63

How many of your non-major courses required community involvement, volunteerism or other out of class learning activities ?

2004 Results 2.18

During the past year, how often have you participated in a community-based project as part of your course work ?

2004 Results 1.52

To what extent has your course work at Western:

contributed to your voting in local, state, or national elections ?

2004 Results 1.45

affected your contribution to the welfare of your community ?

2004 Results 1.56

**APPENDIX 7
SAMPLE STUDENT LEARNING INITIATIVES**

The following represent examples of student learning initiatives cast in the rubric of Western's existing Outcomes Assessment process. The first example illustrates a possible approach to integrating engagement priorities within the context of an academic major.

Outcomes	Students will demonstrate their capacity to apply knowledge and training to address relevant concerns in community or society.
Social problem	Hearing loss suffered by workers exposed to excessive noise on the job.
Engagement activity	Measuring workers' noise exposure in the local industrial community.
Relevant knowledge, skills, attitudes and/or behaviors	<ul style="list-style-type: none"> • Ability to measure noise exposure • Ability to interact with workers and supervisors at the worksite • Ability to interpret noise exposure data • Ability to recognize the personal and social implications of hearing loss •
First means of assessment and criterion for success	Using a rubric designed to score the disciplinary preparation aspects of this activity (e.g. use of instruments, interpretation of data, etc.), the average score will be no less than 80% and on no individual rubric category will the average be less than 70% of the possible points.
Second means of assessment and criterion for success	Students will write a three- to four-page essay on the engagement experience, reflecting upon excessive noise exposure, the effect of hearing loss on quality of life, and the social impact of hearing loss in a significant portion of the population. Thirty percent of the essays will be scored by designated program faculty using a rubric developed for this purpose. The average score will be no less than 80% and on no individual rubric category will the average be less than 70% of the possible points.

This next example illustrates how two colleges or departments might cooperate to provide a valuable engagement experience to students from both their areas:

Outcome	Students will demonstrate respect for diversity of people, ideas, and cultures.
Social problem	A wide difference in perspectives between typical humanities majors and majors in more quantitative disciplines.
Engagement activity	Current issue discussion sessions between students in the two groups, moderated by a faculty member from each area—one from humanities and one from a quantitative field.
Relevant knowledge, skills, attitudes and/or behaviors	<ul style="list-style-type: none"> • Awareness of perspectives on the other side. • Ability to interact productively with persons representing different values. • Ability to reflect on perspective differences themselves, not just the issues discussed. • Ability to recognize the personal and social implications of such differences. •
Means of assessment and criterion for success	Students will write a reflective essay on their experience. The faculty members involved will score the essays using a rubric designed to evaluate the maturity of the responses (e.g. balanced language, focus on perspective differences, etc.). Both faculty moderators will score each essay and average their results. The average score will be no less than 80%, and no individual rubric category will average less than 70% of the possible points.

This final example reflects application of engagement priorities in a student affairs context:

Outcomes	Students will demonstrate awareness of their opportunities as responsible citizens working and living in a global society.
Social problem	Lack of funding for post-secondary education in Kentucky.
Engagement activity	Participating students plan and attend a Higher Education Day rally in Frankfort in support of placing post-secondary education as a funding priority.
Relevant knowledge, skills, attitudes and/or behaviors	<ul style="list-style-type: none"> • Ability to organize a state-wide effort • Ability to communicate values in a public forum • Ability to interact productively with persons representing different values • Ability to effectively share concerns with legislators •
Means of assessment and criterion for success	Students will write a 200-word essay on what they learned about the importance of being politically engaged as a direct result of their participation at the rally. A group of WKU faculty and/or staff will review the essays using an agreed-upon rubric and determine students' eligibility for the Provost's Civic Engagement Award. The average score will be no less than 80% and no individual rubric category will average less than 70% of the possible points.

**APPENDIX 8
INVESTMENTS IN ACADEMIC QUALITY 2004-2006**

Academic Quality Initiative (Phase I): \$5,996,000 beginning January 2004

Faculty Staffing, Recruitment and Retention

\$1,576,632	Create 20 new full-time faculty positions
	Convert 10 part-time faculty full-time equivalents to full-time faculty
\$ 152,000	Increase professional development funds
\$ 117,000	Fund budget for faculty recruitment
\$ 256,000	Increase operating budgets

Academic Support / Student Success

\$ 600,000	Create Student Success Center in Downing University Center
\$ 300,000	Provide support and expand opportunities for student success
\$ 100,000	Enhance budget for the University Honors Program
\$ 300,000	Expand support for student engagement programs
\$ 127,592	Expand support for International Programs and Leadership Studies
\$ 280,000	Increase graduate student assistantship stipends
\$ 74,776	Provide support for graduate student recruitment and retention
\$ 65,000	Provide Academic Quality targeted scholarships
\$ 57,000	Provide additional student worker funds
\$ 25,000	Provide Academic Quality Leadership scholarships
\$ 100,000	Provide need-based, Highly-Qualified Student scholarships
\$ 60,000	Provide funding for scholarships in Program of Distinction disciplines

Academic Learning Environments

\$ 200,000	Provide funding for instructional equipment and maintenance contracts
\$ 500,000	Renovate classrooms, clinical areas and 'smart' classrooms
\$ 500,000	Provide funding for instructional technology support and enhancement
\$ 605,000	Alleviate crowded conditions and satisfy space needs at South Campus

Academic Quality Initiative (Phase II) (Proposed): \$5,045,000 effective January 2005

Faculty Staffing and Market Competitiveness

\$1,750,000	Create 25 new full-time faculty positions
\$ 600,000	Provide funding to address market competitiveness for faculty salaries

Increased Support for Academic Programs

\$ 450,000	Increase operating budgets
\$ 275,000	Increase staff support for academic and student engagement initiatives
\$ 450,000	Support implementation of Western's Quality Enhancement Plan

Additional Library Support

\$ 175,000	Provide funding for staffing adjustments and library faculty salaries
\$ ---,-----	Conversion of Cravens 2 nd floor to Visual and Performing Arts Library (Funds generated from savings in other areas)
\$ 50,000	Provide funding to address inflationary costs for library holdings

Enhancement of Information Technology

\$ 695,000	Provide bonding capacity for \$8 million, 5 year IT plan
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Enhancements of Graduate Assistantships

\$ 420,000	Provide funding to enhance existing graduate assistantships
\$ 180,000	Create approximately 17 additional graduate assistantships