

summary of fall 2010
and spring 2011

CURRICULAR ENGAGEMENT STUDY

Overview

The Curricular Engagement Inventory is an annual review of community engagement and experiential learning practices within academic courses. In its second year, the CEI helps to identify the type and intensity of these practices used by faculty across all disciplines of Indiana State University. We use this data to track the university's progress toward meeting strategic initiatives and to generate information for the President's Higher Education Community Service Honor Roll. The impact of our students learning and the resulting source of critical thinking and problem solving is significant to our community partners, environment, arts, culture, industry, schools, health care, and government.

Curricular Engagement Categories

Prior to the survey distribution, the proposed categories were discussed with the deans and feedback was strongly encouraged.

The resulting feedback was reviewed and changes were made. The categories of engagement used in the survey were:

1. *Community Based Service Learning*—Students provide community service during the term to meet the requirements of a course. This service is directly related to the learning objectives of the course.
2. *Internship, Practicum, Clinical Experience, Fieldwork*—Intensive, discipline-based experiences, ranging from 8-40 hours per week.
3. *Consultation*—Project-based experiences that require students to serve as consultants, providing a final product to the client.
4. *Student Teaching*—Supervised instructional experience. A culminating experience for education majors.
5. *Student Research*—A mentored inquiry or investigation that demonstrates the full scientific process. Requirements should include a product, such as an undergraduate thesis or refereed paper that demonstrates the students' understanding of how information is derived.
6. *Arts Performance/Exhibition*—A mentored, self-directed creative project that culminates in an exhibition or performance open to the campus or community.
7. *Laboratory/Studio*—A course that provides students with practical laboratory investigations or studio work experiences.

Individuals completing the inventory were asked to identify if any of these activities were required by any sections of courses taught. If a course required work demonstrating multiple curricular engagement categories, we encouraged all that all categories be included in the response.



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Results

1. **Return Rate**—There were 5,759 sections of courses taught during the fall 2010 and spring 2011 semesters. The Curricular Engagement Inventory had a 95% return rate, including 5,426 sections of courses. A list of Subject Codes including their return status is included in Appendix A. The 5,426 sections included in this report represent 2,118 courses.
2. **Distribution of Curricular Engagement Sections by Categories**—There were 2,364 sections of courses identified as having a curricular engagement (CE) component. Fifty-four of these sections (two percent) were identified as having more than one type of CE component. The following table presents the number of sections identified within each category.

Category	Number of Sections
Community-Based/Service Learning	199 (8%)
Internship, Practicum, Clinical Experience, Fieldwork	425 (17%)
Consultation	58 (2%)
Student Teaching	29 (1%)
Student Research	698 (29%)
Arts Performance/Exhibition	407 (17%)
Laboratory/Studio	614 (25%)

3. **Distribution of Curricular Engagement Sections by Course Level**—The 2,364 Curricular Engagement sections were distributed across undergraduate and graduate offerings. Course level was identified by the first number of the course number. The following table identifies the course level of the CE sections.

Course Level	Number of Curricular Engaged Sections
100	477 (20%)
200	355 (15%)
300	348 (15%)
400	526 (22%)
500	91 (4%)
600	337 (14%)
700	54 (2%)
800	176 (7%)

4. **Immersion of Engagement into the ISU Curriculum**—Two methods were used to estimate the degree to which engaged learning is evidenced in the Indiana State University courses. They are percentages of (1) CE Sections, and (2) 100 percent CE Courses.
 - a. **CE Sections**—There were 2,364 (44 percent) of the 5,426 sections in the fall 2010 and spring 2011 inventory identified as having a curricular engagement component.
 - b. **100% CE Courses**—When all sections of a single course taught during the fall 2010 and spring 2011 semesters were listed as having a curricular engagement component, they are identified as “100% CE Courses.” There were 832 (39 percent) of the 2,118 courses identified as “100% CE Courses.”
5. **Student Participation in Engagement Activities**—two methods were used to estimate ISU student participation in curricular engagement activities. These were (1) Unduplicated Headcount and (2) CE Student Exposure.
 - a. **Unduplicated Headcount**—The unduplicated student headcount for the fall and spring semesters was 13,560. Of these students, 8,967 (66 percent) were exposed to engagement activities in their classes.
 - b. **CE Student Exposure**—A student exposure is defined as one student enrolled in one section of a course. Using enrollment data we were able to calculate that ISU had 89,112 student exposures during the fall 2010 and spring 2011 semesters. Curricular engagement accounted for 31,258 (35 percent) of these student exposures.
6. **Hours of Engagement**—It is estimated that 1,455,251 hours of student engagement occurred during the fall 2010 and spring 2011 semesters within courses.



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