CASL Members & Areas of Representation

Michael Cornebise, College of Sciences

Terri Frederick, Writing Across the Curriculum

Mary Herrington-Perry, Academic Affairs

Melissa Jones, College of Education & Professional Studies

Richard Jones, Provost’s Appointee, Speaking

Danelle Larson, College of Arts & Humanities, Co-Chair

Simon Lee, Lumpkin College of Business & Applied Sciences

Debra Reid, Provost’s Appointee, Responsible Citizenship

Karla Sanders, Center for Academic Support & Assessment

Rebecca Throneburg, Council on Academic Affairs, Critical Thinking, Co-Chair

Dawn VanGunten, Provost’s Appointee

http://www.eiu.edu/assess

NEW LEARNING GOALS AND DEPARTMENTAL ASSESSMENT

CAA has developed a five-year plan to address revision of the undergraduate learning goals, adoption of new assessment for those goals, and changes to the curriculum. Information on its process and the five-year plan can be found at http://www.eiu.edu/learninggoals.

In January, the Council on Academic Affairs approved the changes to current undergraduate learning goals and the adoption of a new goal. The new undergraduate learning goals are:

- Critical Thinking
- Writing and Critical Reading
- Speaking and Listening
- Quantitative Reasoning
- Responsible Citizenship

With the adoption of the quantitative reasoning goal, Eastern now has five undergraduate learning goals, and CASL and CAA are asking departments to consider how they can adopt these goals to be taught and assessed at the major and minor level.

The goal is to have 100% adoption by undergraduate programs of all five goals within three years. Adoption should take place by the time departments submit their June 2016 assessment plans and data collection will begin no later than AY17 for reporting in the June 2017 plans.

Based on the most recent reports submitted by programs, in AY13 89%

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ASSESSMENT AWARDS: RECIPIENTS & CHANGES

This year two Provost Assessment Awards of $2500 each were given to programs whose assessment plans were deemed “excellent.” The M.S. in Communication Disorders Sciences from the College of Sciences and the M.A. in Historical Administration from the College of Arts and Humanities tied for first place. The subcommittee did not recommend a second place winner, so the award money was split between the two award recipients.

In past years, three awards were given to the top three plans submitted for review; recipients were awarded $2500 for first place, $1500 for second place, and $1000 for the third place winner. In recent years, fewer plans have been submitted for review, so CASL, with the approval of the Provost, has recommended changes to the award process.

Beginning in 2014, programs may nominate themselves and ask their dean for a letter of support. Programs in the graduate school may ask the graduate dean for a letter or their college dean. Changes will be made to the application form. The deadline for Fall 2014 is

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of undergraduate programs had already adopted critical thinking as a learning outcome for the major or minor. Seventy-two percent had embraced at least one aspect of the responsible citizenship goal, and 82% had incorporated speaking as a learning outcome. Writing remains the most adopted goal at 93%. The 2013 reports showed that 51% of programs had already adopted four learning goals. This percentage indicates that many departments will only need to tweak their goals and incorporate the quantitative reasoning goal. The learning goals committees and CASL are working to provide resources and ideas at the classroom and departmental level for teaching and assessing these goals.

This semester the learning goals committees have been providing workshops for faculty on what the goals are as well as ideas for pedagogy and assessment. These workshops have been video-taped, so the information is available for those unable to attend.

The committees have also garnered many resources related to each goal; video links and resources are available at the learning goals website. Materials will continue to be added throughout the process, so faculty are encouraged to check the web site regularly for updates.

October 3. Materials should be submitted to Karla Sanders electronically at kjsanders@eiu.edu. Nora Pat Small, Professor, History, notes that the best aspect of the assessment plan for historical administration is “the way that the parts are integrated and cause us to reflect on the curriculum on a regular basis to make sure that we are accomplishing what we have set out to accomplish. The process itself has helped the HA faculty to clearly articulate our learning objectives, and to make sure that those are communicated to the students each year. Doing this inevitably leads to evaluating how well the curriculum is serving the students as they move on to employment in the museum field.”

Associate Professor, Jill Fahy, coordinates the assessment program for CDS. She noted that her department “routinely uses assessment data to support curriculum and program analysis, with the broad goal of identifying patterns of success and areas of need. Faculty recognize the importance and value in rating students’ performance within 53 different learning goals which encompass content-specific knowledge, critical thinking and writing, and application of content to diagnostic and treatment challenges. On a regular basis, faculty analyze and discuss assessment data.”

CDS also uses assessment data to aid specific students in improving. “Students are given access to their ratings each semester and are encouraged to monitor their development and recognize strengths and weaknesses. Students whose performance may be rated below minimum levels of competency are given the opportunity to address those weaknesses through additional learning projects or faculty-guided self-study units,” Fahy explained.

CASL congratulates the 2013 winners and encourages programs with strong assessment plans to consider applying next year.