I’d like to take this opportunity to note a few key changes with CASL this year and to briefly discuss some of the committee’s goals and initiatives.

The membership of CASL continues to evolve to reflect the committee’s changing role in the area of assessment. This year, we are pleased to announce the addition of Richard Jones from the Department of Communication Studies (and also course advisor for CMN 1310G) who accepted an invitation to join CASL specifically to assist us in the area of speaking across the curriculum. I would also like to welcome new colleagues Michael Boorom and Rick Wilkinson who join the eight returning voting members.

One of our first tasks this year was to amend the CASL bylaws to accommodate changes in personnel and representation. Bylaws are available on the assessment website.

The committee is also actively working to implement integrative learning practices into the broader university curriculum and to consider ways that integrative learning experiences can be assessed.

We are completing executive summaries based on results of the four undergraduate learning goals: to

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Chair cont.

speak effectively, to write effectively, to think critically and to become a responsible global citizen. Summaries have also been prepared showing where each department is in the assessment process at the graduate and undergraduate level.

We will share the reports with the university community and various university constituencies beginning in the spring semester.

CASL will also be examining the data received from the Voluntary System of Accountability (VSA) through the National Survey of Student Engagement (NSSE) and the Collegiate Learning Assessment. See the NSSE story for a sample of these data.

In addition, we will also be discussing the measures currently in place to assess critical thinking and global citizenship and whether the data provided from these measures is sufficient to provide information to improve student learning.

As always, we look forward to establishing a dialogue with the university community to assist us in further refining our assessment procedures and to address ways to deal with issues that emerge from an examination of the collected data.

NSSE cont.

of seniors at other institutions in our Carnegie class of master’s level 1 institutions, and 86% of seniors at all NSSE schools.

In addition, 90% of EIU seniors indicated they would definitely or probably attend Eastern again if they could start college all over again compared to 84% of other Illinois publics, 85% in our Carnegie class, and 86% of all other NSSE seniors.

EIU seniors’ ratings exceeded those of their peers on the 10 questions used by the VSA, including all of those in the satisfaction section and 3 of the 4 in the interaction section.

Eastern students’ responses to questions focused on the quality of their relationships with other students, faculty members, and administrative personnel were somewhat higher than the average rating awarded by their peers in all NSSE comparison groups.

Academic challenge was the only one of the five benchmarks in which EIU seniors’ responses did not exceed those of their peers. For example, only 25% of Eastern seniors indicated they had or planned to work on a research project with a faculty member outside of a course compared to 35% of other Illinois publics, 31% of others in the Carnegie class, and 33% of all other NSSE institutions.

In addition, 43% of Eastern’s seniors reported spending 10 or fewer hours a week reading, writing, studying, and doing lab work and only 19% reported spending 20 hours or more on these activities. Despite economic difficulties, 71% of Eastern seniors do not work on campus and only 45% hold off-campus jobs.

Seventy percent of Eastern’s seniors indicated that they often or very often make a class presentation, which is higher than the other IL publics at 55%, our Carnegie class at 64%, and all NSSE institutions at 61%. And, 79% indicated that they are very much or quite a bit expected to write clearly and effectively.

Seventy-seven percent of Eastern’s seniors acknowledged that they were very much or quite a bit required to make judgments about the value of information, arguments, or methods compared to 71% of other IL public institutions, 74% of our Carnegie class, and other NSSE schools.

NSSE results are posted to Eastern’s College Portrait, which can be viewed at www.collegeportraits.org/IL along with those of Northern Illinois University, Southern Illinois University-Carbondale, Southern Illinois University-Edwardsville, University of Illinois—Springfield, University of Illinois—Urbana-Champaign, and Western Illinois University.