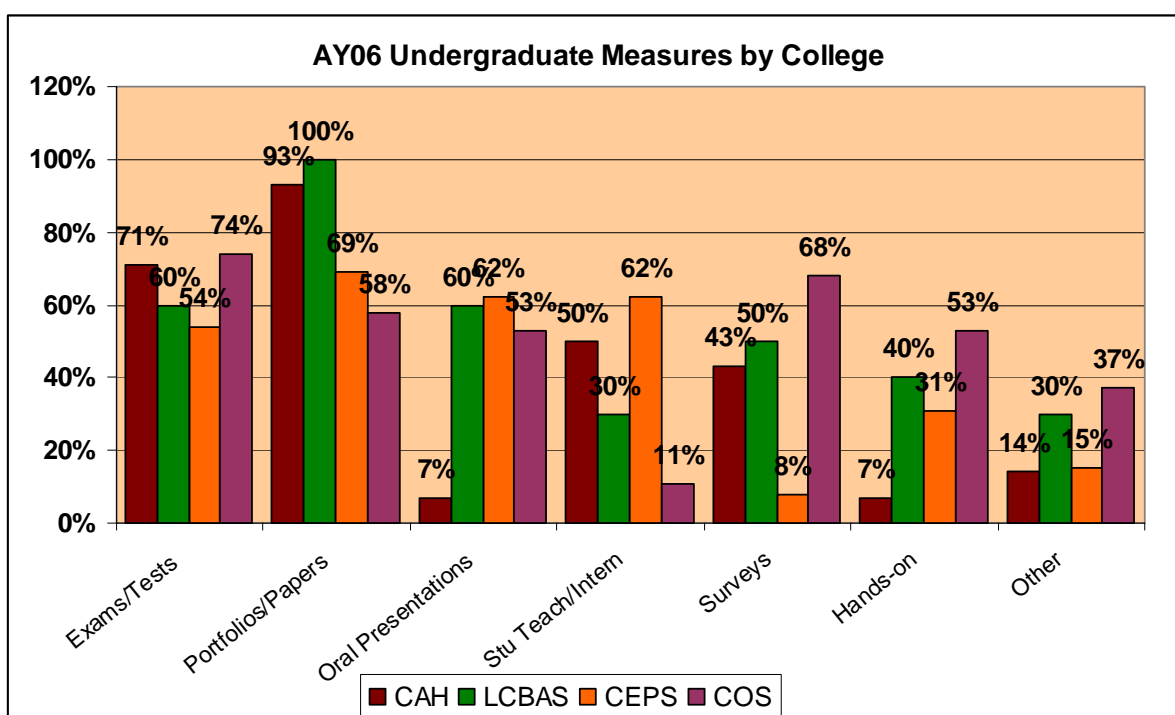


Undergraduate Assessment Report AY06¹

This report offers information concerning graduate program assessment at Eastern Illinois University. In AY06 57 undergraduate programs submitted annual assessment plans to the Director of the Center for Academic Support and Achievement.

The following chart indicates how many undergraduate programs in the four colleges and the School of Continuing Education are using the various measures for assessment purposes. Charts listing the programs submitted and their assessment measures are given in Appendix A; individual assessment plans are available on the assessment web site at www.eiu.edu/!assess.

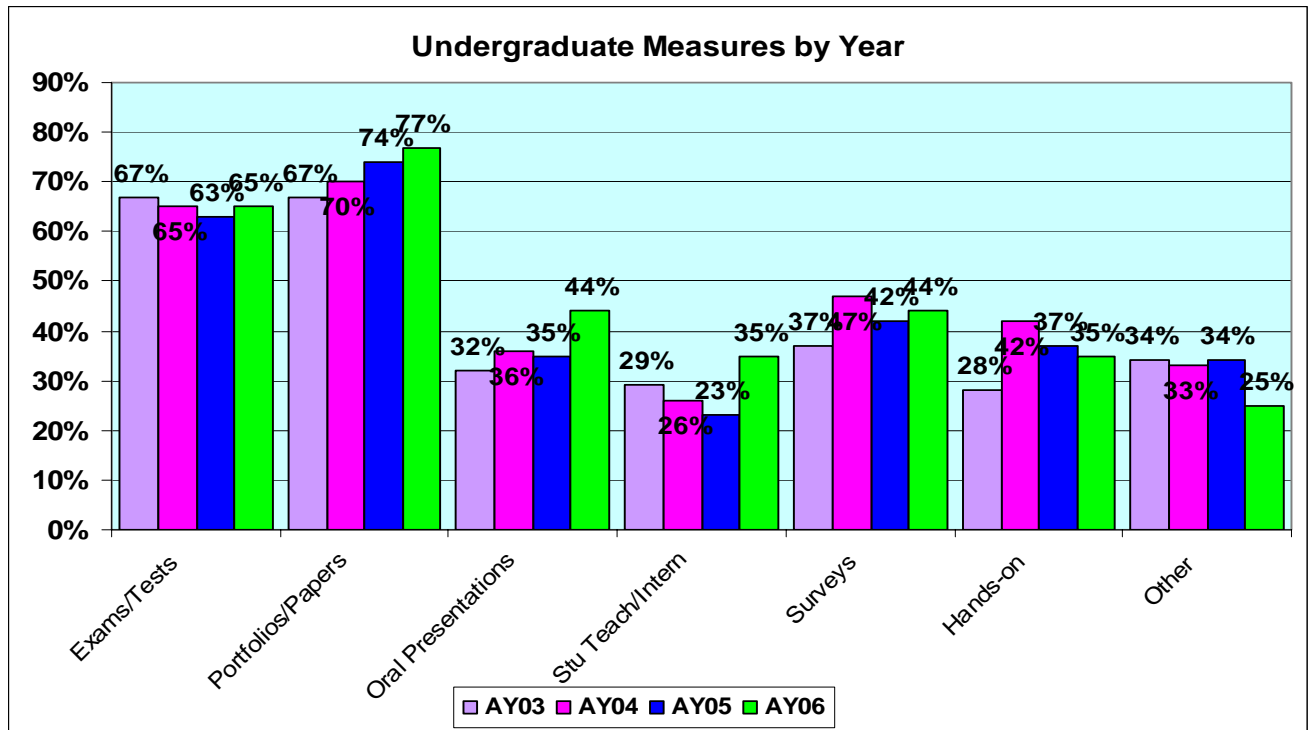


As indicated above more programs are using exams or papers and portfolio as direct measures. All of the reports submitted in this academic year had identified direct measures for assessing learning objectives with many programs choosing more than one direct measure. Indirect measures are still not employed by all programs. As the chart indicated more programs in the College of Sciences are employing indirect measures than in the other colleges with the College of Education and Professional Studies using the fewest indirect measures. Since best practices in assessment call

¹ All information provided in this chart was taken from the annual assessment summaries submitted to the Director of CASA in Summer 2006. Programs that have submitted plans in the past but did not submit this year were not included in 2006 data.

for multiple measures that include direct and indirect measures of student learning, some programs will need to adopt indirect measures before they reach level 3.²

The following chart follows the changes in measures from AY03 to AY06 with all undergraduate programs submitted for each year included.

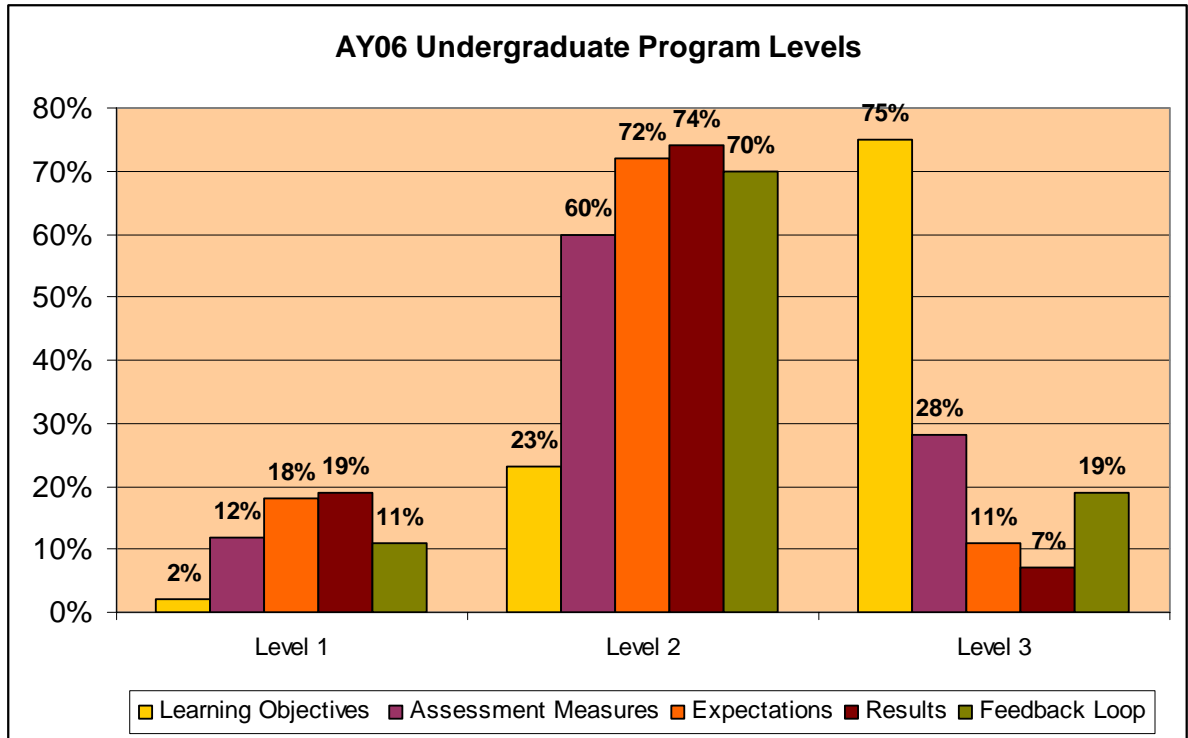


The “other” category in the above chart refers to a variety of measures that are either not measures assessing student learning outcomes directly (such as numbers of students receiving awards/scholarships, employment, research work w/ faculty, and number of students apply to and being accepted to graduate programs) or are very field/program-driven or are lacking in specificity (such as coursework, grades, and completion rates). This category has decreased since last year.

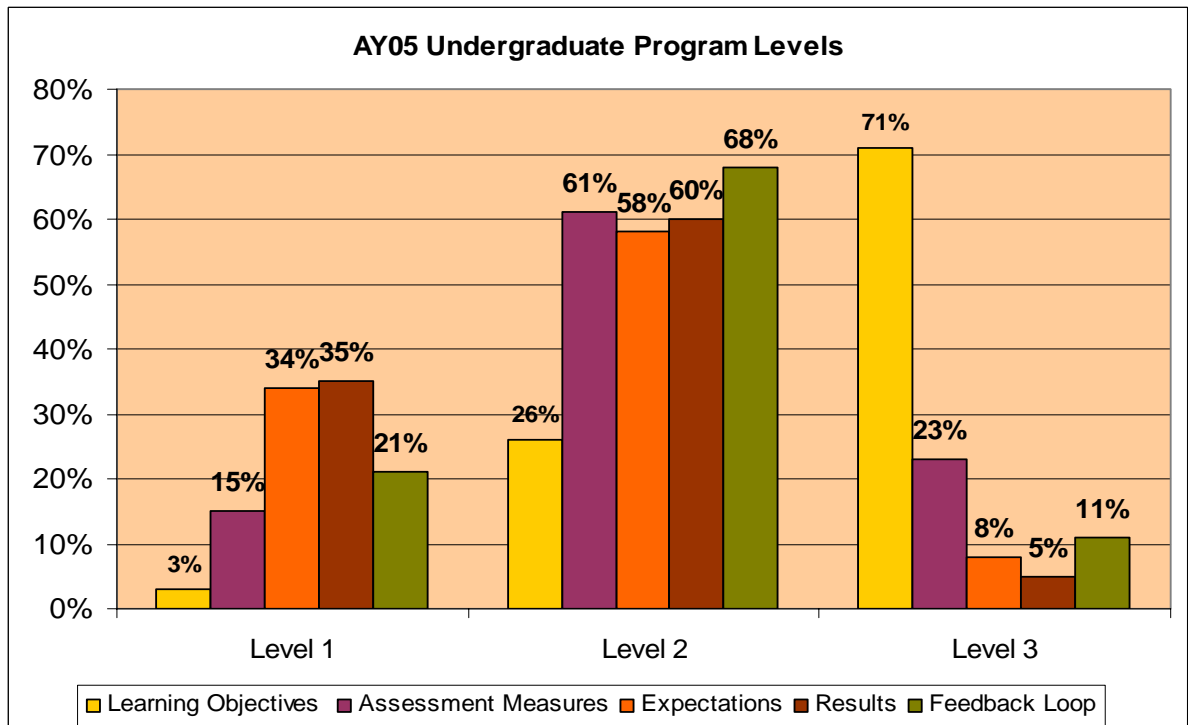
Use of indirect measures has steadily risen in the last couple of years as have the use of portfolios/papers, presentations, and use of evaluations from student teaching and internships.

The following chart indicates the level of progress for the undergraduate programs by the five topic areas on the primary trait analysis. These levels have been given to department chairs and coordinators on their 2006 Response to Summary Report. These responses are also on the assessment web site.

² The levels referred to here are the ones used by Eastern Illinois University since 2002 based on the Higher Learning Commission/ North Central Association’s primary trait analysis. A copy of Eastern’s matrix is available on-line at www.eiu.edu/~assess.

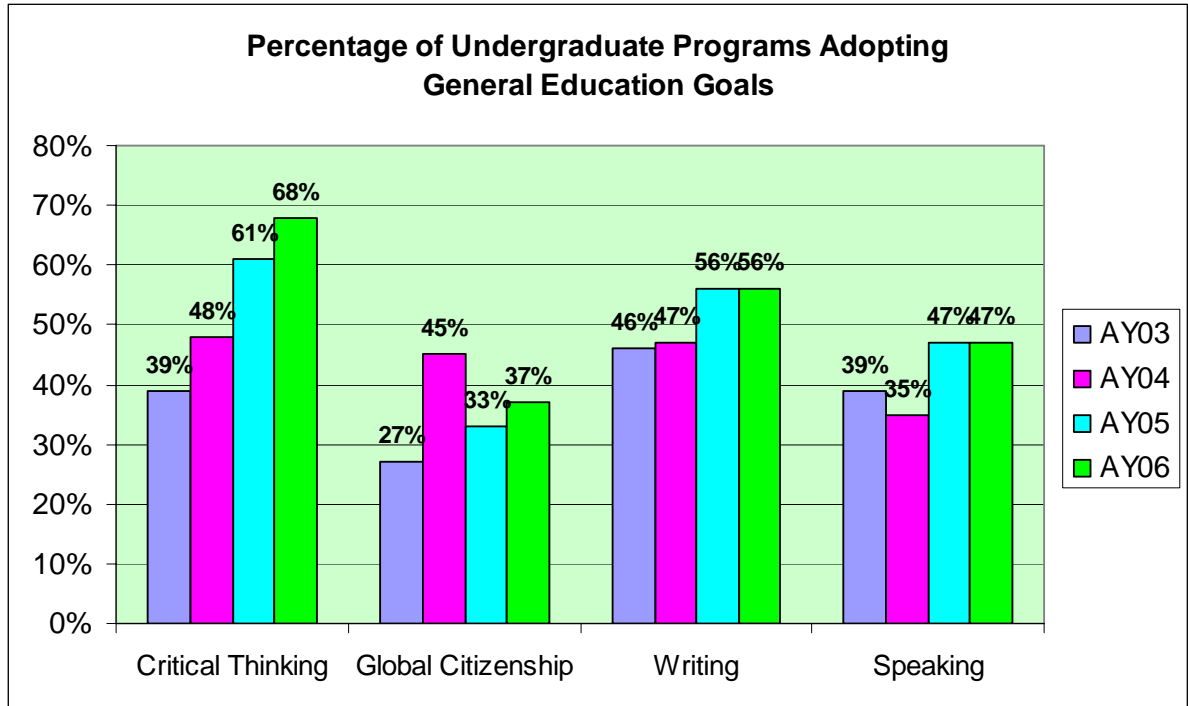


While our goal is to move more programs into level three in all categories, each year there are fewer and fewer programs still at level one, which does show progress. A chart listing progress by college is included as Appendix B. Below is the chart that shows progress from the Ay05 submission reports. Comparing these two charts will illustrate the progress that has been made over the past academic year.



The best gauge of each program's progress is the analysis provided on the summary reports in Parts Two and Three. Several programs are making great progress at the undergraduate level.

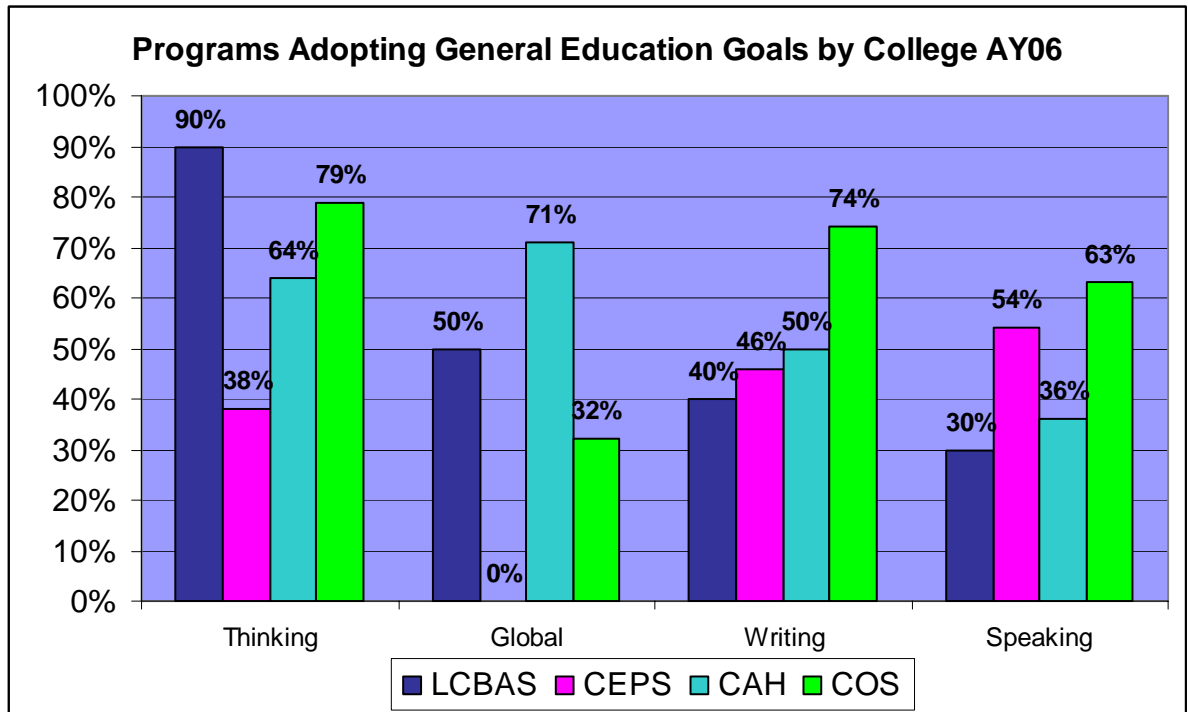
In addition to measures and progress levels, I have also tracked the number of programs that have adopted the general education goals in their major or minor program. The percentage of programs that have currently incorporated these goals into their program objectives is given in the chart below:³



The adoption of critical thinking as an objective has steadily grown over the past four years as assessment plans have been revised. Global citizenship includes some objectives that are difficult to assess, such as ethics and appreciation of diversity. As a result, some programs have consciously omitted such objectives because of the difficulty of finding appropriate direct measures. Writing and speaking are often grouped together in undergraduate program objectives, and they remain constant over the past two years. However, little real progress is being made in the adoption of the undergraduate goals by major and minor programs. With fewer than 50% of programs adopting many of the goals, the NCA suggestion that these goals be assessed at the program level may be several years in the future.

³ These data are based on the assessment summaries and the Director's understanding of those summaries and CASL's definition of those goals.

The following chart shows adoption of undergraduate learning goals by college.



Of the 57 programs that submitted plans in AY06, five programs have adopted all four General Education goals: Music w/ TC, Economics, Psychology, Family and Consumer Sciences—Hospitality Management, and Military Science. Twelve programs have included none of the General Education goals as part of their program objectives: English w/ TC, Social Science w/ TC, Theatre Arts, Driver Education minor, Physical Education—Athletic Training, Physical Education, Physical Education w/ TC, Special Education, Student Teaching, Clinical Laboratory Science, Science w/TC—Biological Sciences, and Family and Consumer Sciences—Merchandising. For special programs and minors, this omission is understandable, but the lack of adoption of undergraduate learning goals by major programs is disturbing if the institution wants these goals to be included in all programs.