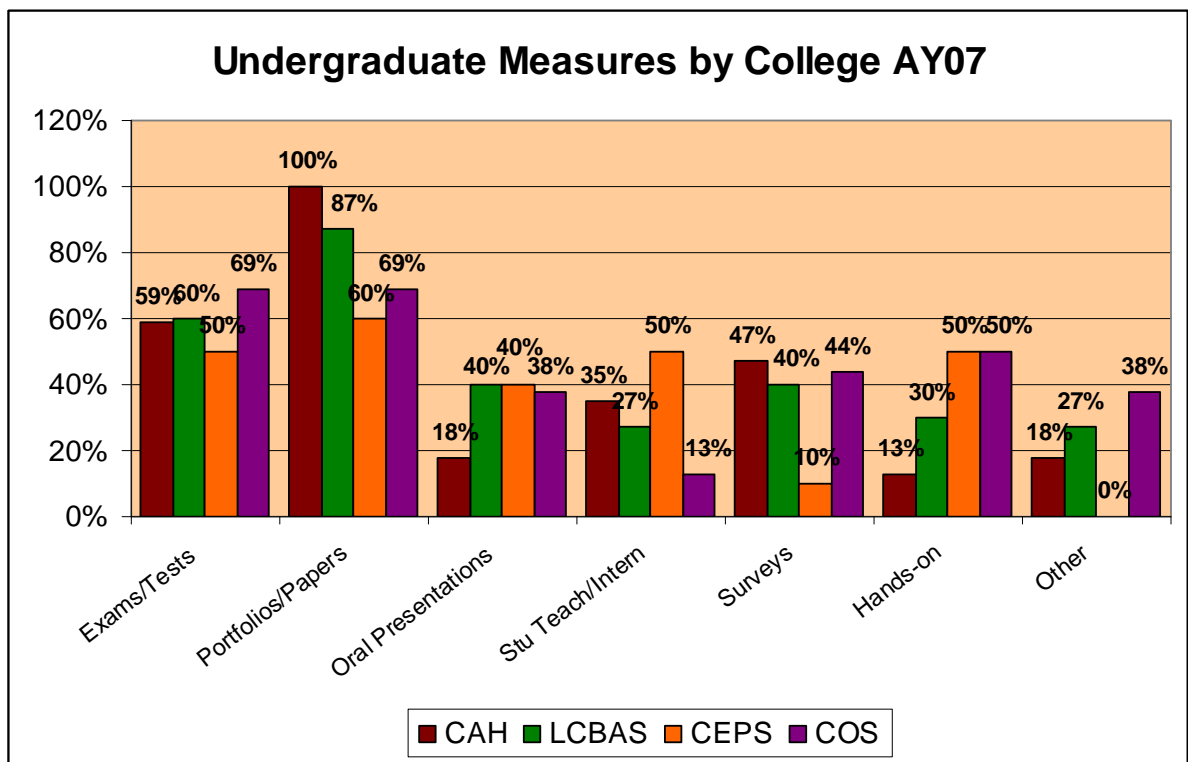


## Undergraduate Assessment Report AY07<sup>1</sup>

This report offers information concerning graduate program assessment at Eastern Illinois University. In AY07, 59 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](http://www.eiu.edu/~assess).

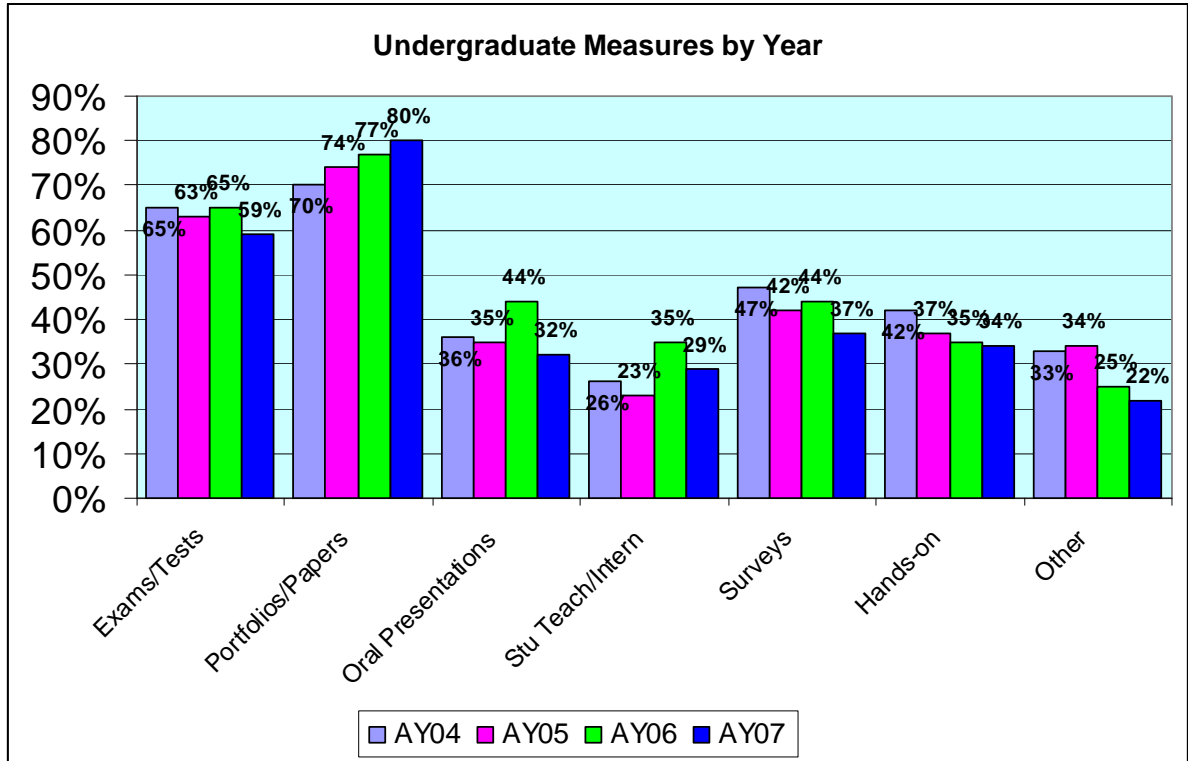


As indicated above more programs are using exams or papers and portfolio as direct measures than other possible instruments. All of the reports submitted in this academic year had identified direct measures for assessing learning objectives with many programs choosing more than one direct measure. Indirect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

<sup>1</sup> 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.

measures. This shows a slight difference from AY06 when the College of Sciences had the most programs that were incorporating both direct and indirect measures. Since best practices in assessment call 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.<sup>2</sup>

The following chart follows the changes in measures from AY04 to AY07 with all undergraduate programs submitted for each year included.



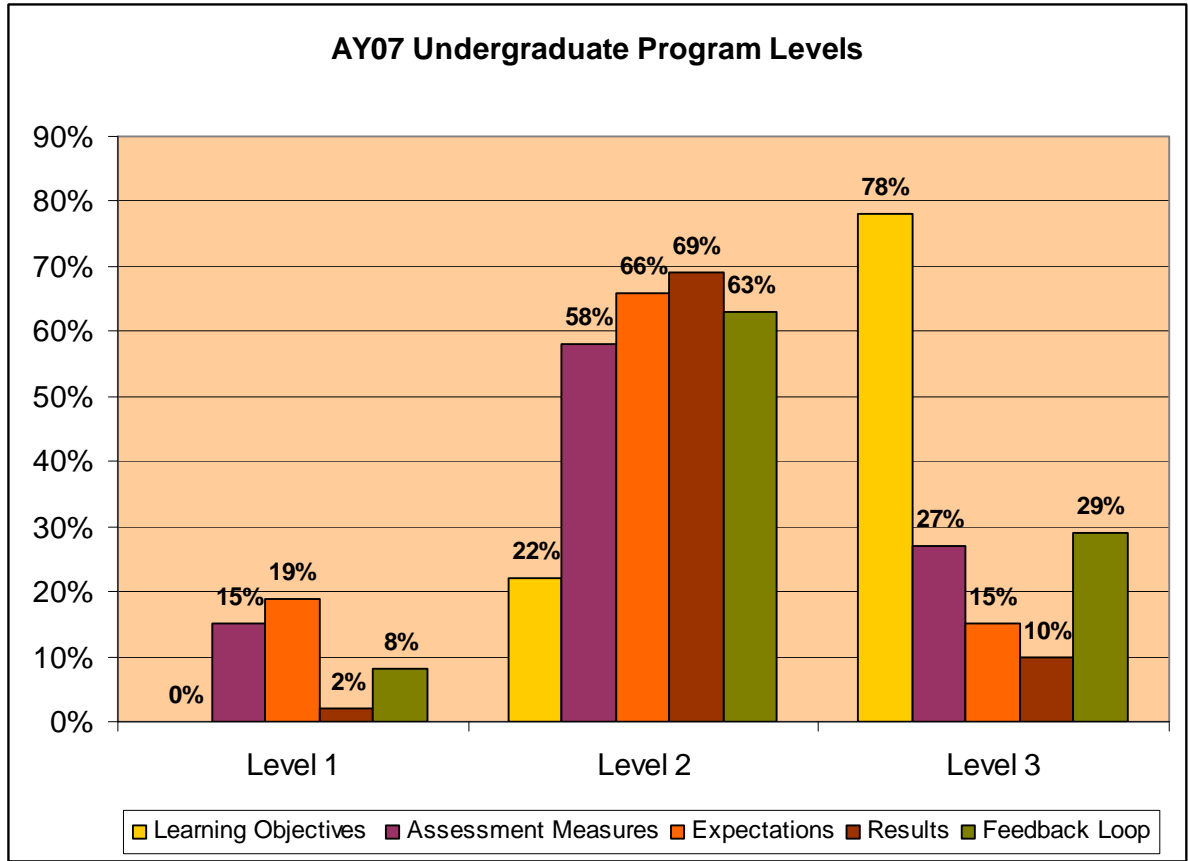
The “other” category in the above chart refers to a variety of measures that are either not measures assessing student learning outcomes directly (such as numbers of students receiving awards/scholarships, employment, research work w/ faculty, and number of students apply to and being accepted to graduate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

With the exception of papers and portfolios, each measure has declined this year. This decrease in measures may be attributed to programs finding their assessment plans unwieldy with the use of multiple measures or to a refinement of what is actually be collected. However, the need for measures to be multiple and varied for solid assessment work to be done remains a reality. The drop in the use of oral

<sup>2</sup> 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](http://www.eiu.edu/~assess).

presentations is particularly worrisome given our undergraduate goal of speaking effectively. Departments may believe that sufficient assessment is being conducted through the general education program, so have not embraced the use of presentations.

The following chart indicates the level of progress for the undergraduate programs by the five criteria on the primary trait analysis. These levels have been given to department chairs and coordinators on their 2007 Response to Summary Report, which are also on the assessment web site.



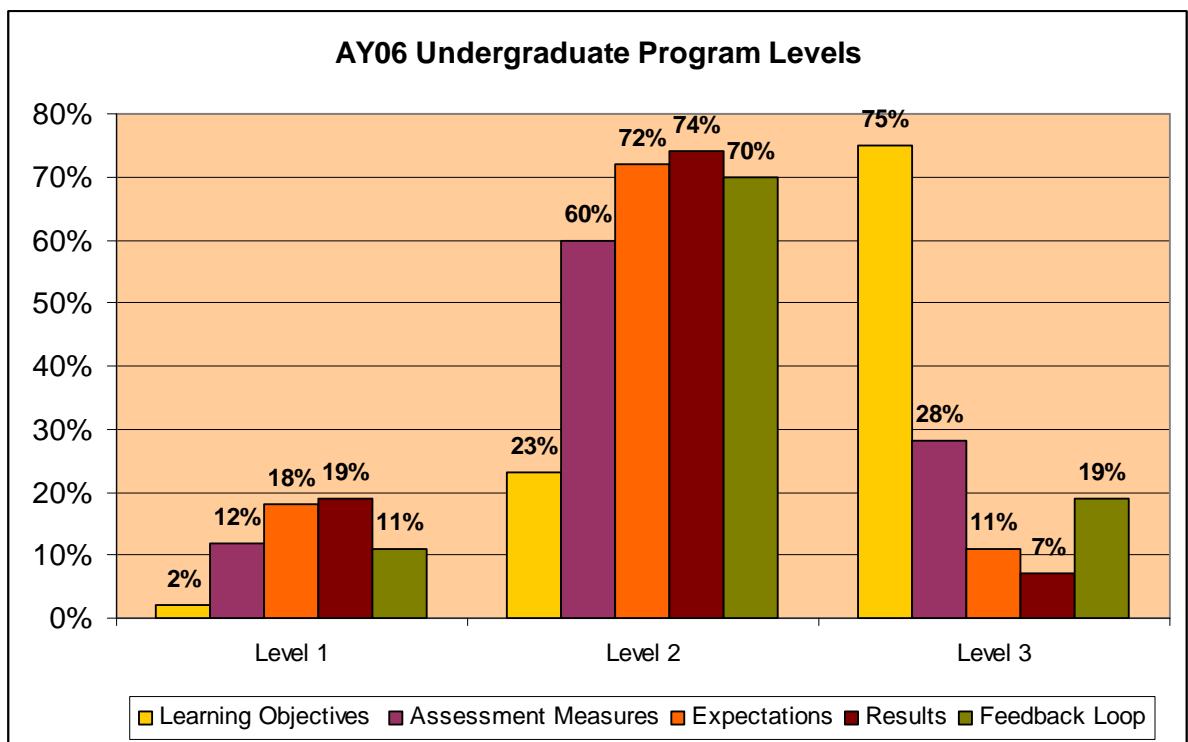
While our goal is to move more programs into level three in all categories, each year there are fewer and fewer programs still at level one, which does show progress. A chart listing progress by college is included as Appendix B.

Below is the chart that shows progress from the AY06 submission reports. Comparing these two charts will illustrate what progress that has been made over the past academic year. It is apparent that there are fewer programs overall at level one for each of the criteria in AY07 than in AY06. Each program that submitted a plan is at least at level two for its learning objectives. Only nine programs (15%) remain at level one for assessment measures. This level usually indicates a new major or minor has just begun its assessment plan or a continuing program has started anew with its assessment plan. The percentage of programs at level one for

expectations has not changed in the past two years. This lack of movement is due in part to some programs waiting to collect several years worth of data before setting expectations and other programs having difficulty understanding how to set expectations or what the role of expectations are in the assessment plan.

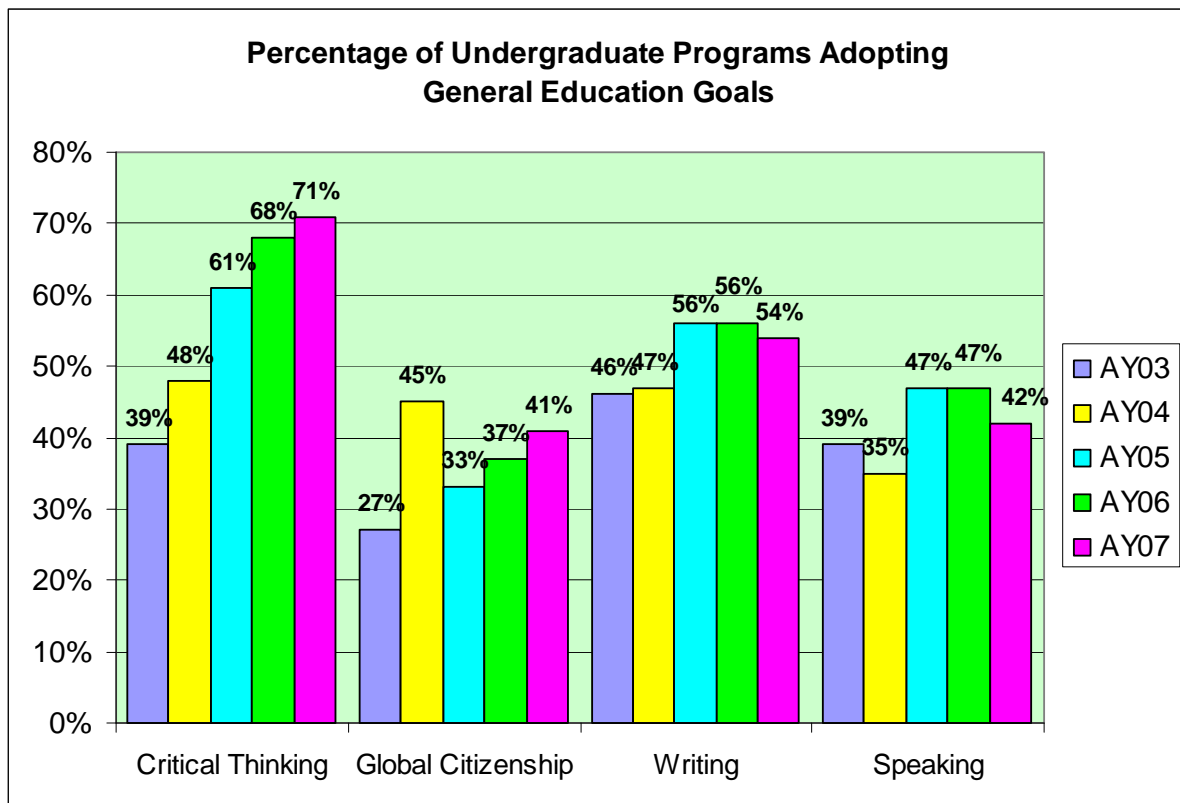
Learning objectives remain the criterion that reaches level three the most often, which is not surprising because objectives must be in place before other criteria may be chosen. There has been a 10% jump from AY06 to AY07 in the percentage of programs at level three for the feedback loop. More specificity was found in this year's reports for this category and an increasing number of programs are incorporating sharing assessment data and discussing the use of such data into regular departmental and program committee meetings. Fewer programs are relying solely on the chair to do all the assessment work, which is a very positive step.

While the majority of programs and criteria are at level two, some small increases have been made at both levels two and three indicating a steady progression. There was also a slight increase in the number of minor programs submitting reports; however, there are several minors listed in the undergraduate catalog for which no report has ever been submitted. Lack of consistent leadership in some programs has hampered or slowed their assessment work as well; this is especially true for minors only programs and interdisciplinary programs that have no faculty members devoted solely to that program. Interdisciplinary programs have also indicated difficulty collecting assessment data when they use courses and faculty who are not part of those programs advisory committees.



The best gauge of each program's progress as well as issues they are encountering is the analysis provided on the summary reports in Parts Two and Three. Several programs are making great progress at the undergraduate level but others are lagging behind where they should be after several years of assessment work. Some minor programs express difficulty identifying students who are pursuing these programs. Other programs are moving steadily through their assessment plans but express frustration with collecting data through surveys, interviews, and focus groups because return rates or participation levels may be low. Programs using standardized tests that are not required or a part of a particular course report concerns about student motivation and the validity of the data.

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:<sup>3</sup>

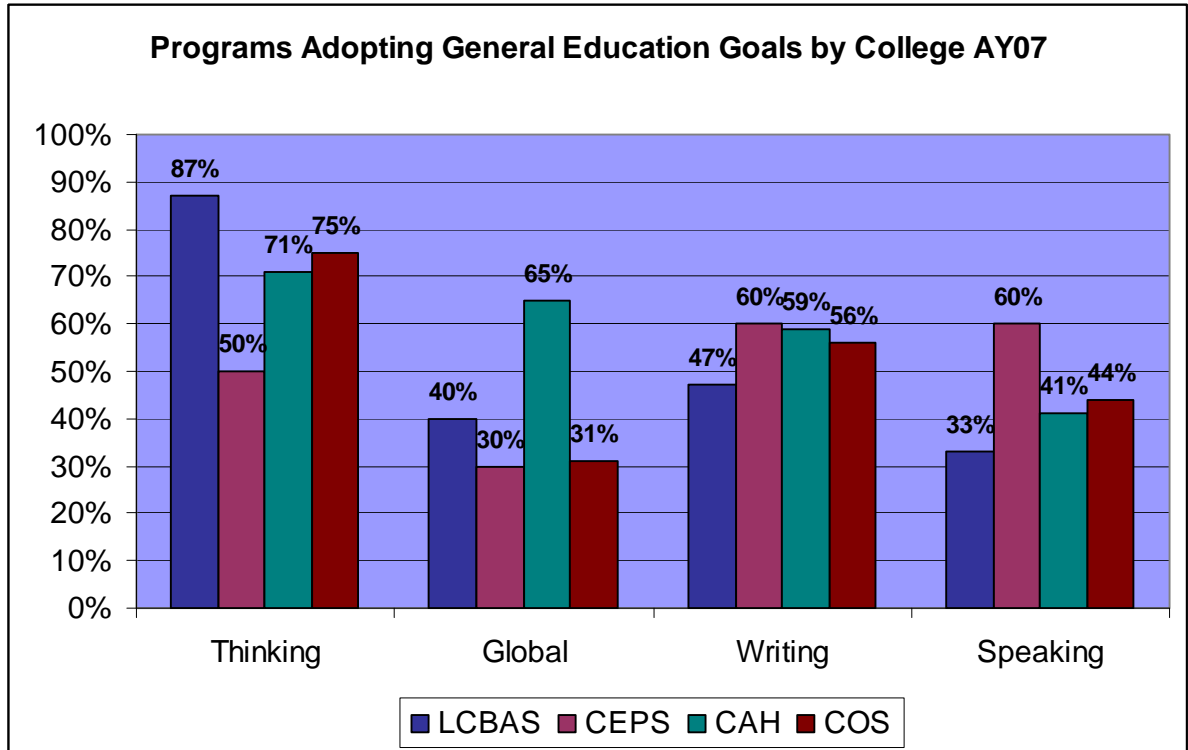


The adoption of critical thinking as an objective has steadily grown over the past four years as assessment plans have been revised. Global citizenship includes some objectives that are difficult to assess, such as ethics and appreciation of diversity. As a result, some programs have consciously omitted such objectives because of the difficult of finding appropriate direct measures or because faculty do not find

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

such content salient to their program. Writing and speaking are often grouped together in undergraduate program objectives, and they remain relatively constant over the past three 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.

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



Of the 59 programs that submitted plans in AY07, eight programs have adopted all four General Education goals: Music with Teacher Certification, Psychology, Family and Consumer Sciences—Hospitality Management, Military Science, Business—Accounting, Business—Management, Secondary Education and Foundations, and Student Teaching. This shows an increase of three programs from the previous year, which is due in large part to clarification of objectives adopted from accrediting bodies and to the submission of plans from departments that had not completed their objectives in AY06.

Six programs have included none of the General Education goals as part of their program objectives: Art minor, Clinical Laboratory Science, English w/ TC, Family and Consumer Sciences—Apparel and Textile Design, Family and Consumer Sciences—Merchandising, and Health Studies Driver’s Education minor. This number shows a decrease from twelve the previous year. Again, this decrease is due to increased clarification of objectives. 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.