

Report to the Provost

October 22, 2019

After meetings and discussion throughout September and October of this year, The Assessment Review Committee submits this report to the Provost in response to our four charges:

Charge #1. Make a recommendation as to the primary locus of control for the assessment of EIU's University Learning Goals (i.e., individual programs, general education, or another body—tbd).

Charge #2. Explore strategies for streamlining program assessment (i.e., academic majors) as appropriate and consistent with the recommendations for Charge #1. Additionally, the committee should review the practices of selected accredited programs and determine if a streamlined reporting process may be appropriate. If a streamlined approach is determined appropriate, make a recommendation as to how accredited programs would document compliance with internal assessment expectations.

Charge #3. Propose a HLC compliant framework for assessing General Education (related to #1 and HLC 4.B.1-2).

Charge #4. Recommend an appropriate internal review and assessment feedback process that would most benefit individual programs (i.e., dean's office v. a new or existing university committee v. centralized divisional feedback from an administrator)?

We recommend that the EIU University Learning Goals be assessed within the General Education core with the General Education Committee serving as the primary locus of control. Degree programs should be encouraged to incorporate the University Learning Goals within each major and assess outcomes at the level of the major, to the extent that is appropriate for the major. Dr. Grant Sterling, General Education Coordinator, has been consulted and is supportive of this committee's recommendation that assessing the undergraduate learning goals be delegated to the General Education Committee.

Because many elements of a successful assessment plan do not change a great deal from year to year, we recommend that program assessment be on a four-year cycle with a narrative being provided to each program's Dean annually in October for review and comment. Accredited programs may ask for a different cycle with the Provost's approval. This narrative will provide information to the Dean on actions taken that year. Data should be purposefully collected, shared, analyzed, and should reflect specific goals related to student learning and curricular modifications. In the fourth year, an assessment plan will be submitted to the program's Dean as well as to the Executive Director of the Academic Success Center for review and comment.

Deans will review and comment on the annual assessment narratives every year of the four-year cycle. The ASC Executive Director will review assessment reports in the fourth year and will make suggestions

for improvement to the assessment process. The year in which the program will provide the assessment plan will be tied to the IBHE Program 8-year Review cycle.

We recommend that the Associate Deans and ASC Executive Director create a timeline for submission as well as templates for programs to use for the annual narratives as well as the assessment reports to be updated every four years.

Submitted by:

Melanie Burns, Nutrition and Dietetics Dept.

Barbara Carlsward, Biological Sciences Dept.

Michael Cornebise, College of Arts and Sciences

Christina Edmonds-Behrend, Special Education Dept.

Marita Gronnvoll, School of Communication and Journalism and CAA

Toqeer Israr, School of Technology

Claudia Janssen Danyi, School of Communication and Journalism and CAA

Mark Kattanbraker, Kinesiology, Sport, and Recreation Dept.

Stephen Lucas, College of Education

Christopher Mitchell, College of Arts and Sciences

Jon Oliver, College of Health and Human Services

Karla Sanders, Academic Success Center

Grant Sterling, General Education Committee

Melody Wollan, Lumpkin College of Business and Technology