

Center for Academic Support and Assessment

Annual Report to the

Provost/Vice President for Academic Affairs

AY 2013-2014

Prepared June 2014 by Karla Sanders, Ph.D., Executive Director

Eastern Illinois University's Center for Academic Support and Assessment (CASA) offers this report to the Provost/Vice President for Academic Affairs to summarize the unit's work during AY 2013-2014. The Director and staff members for each unit contributed to the information contained in this report, which is organized around CASA's major functions and by unit. As in previous years, AY14 presented both new opportunities and challenges, yet CASA's staff continued to serve Eastern's students well and to provide quality services.

Because CASA provides academic services and offers those services to meet individual student needs, it is uniquely suited to meet the University's over-arching goal of integrating the academic and personal development of students. CASA offers academic support services to Eastern students that contribute to educational accessibility, and many of these services take the form of one-on-one counseling for students about academic schedules, major/minor choices, graduation requirements, disability accommodations, study skills and time management, testing needs, and other issues affecting our students. CASA and its units submit this report as an accounting of our work for AY14 and our striving for excellence in our programs and services.

Personnel, Major Purchases, and Goals

In AY14, there were some staff changes. Julie Runyon, the Disability Specialist, went on disability and her employment at EIU was terminated in August 2013. The position was changed from "Disability Specialist" to "Assistant Director" in order to meet better the needs of the students and the office; the assistant director will have a broader scope of duties and be able to fill in for the Director in her absence. A search was conducted for a new Assistant Director of Student Disability Services and Abbey Lesko-Youngberg began as the Assistant Director at the end of March.

Monica Zeigler, the Director of Academic Advising, retired in December. After a search was conducted, Teri Farr began in January 2014 as the new Director of the Academic Advising Center. Debbie Hershberger-Kidwell, an academic advisor, retired at the end of May, and this position is not being filled at this time. Eileen Trimble, the AAC receptionist, left this position for another civil service position on campus, and this position will not be replaced at this time.

Due to not replacing two staff members, several personnel moved offices. Amy Richardson, the EWP clerk, moved into the main advising office (room 2100) to help with student foot and phone traffic for orientation and other busy advising times. Amy will continue her assessment and seat rollout duties as well. Teri Farr moved into Debbie Kidwell-Hershberger's vacant office (3012) to allow Wendy Long, the Director of OTE, to move into her office which is located next to the Disability Testing Center (2018). This

move will give Wendy better access to her staff offices; she will continue in her role is CASA technology support as well. Amber Osborne moved into Karla Sanders' office (3004) to give her a private office to meet with students. Karla Sanders now occupies room 3001, which is slightly larger and thus allows for more space for meetings. Kimberly Sweeney has moved into Wendy Long's former office (3002), which will give her sight of the Executive Director's office, so she will know when a meeting is in progress. These changes will allow for a better functioning of the various units and will help to fill gaps left by employees whose positions will be not be filled.

In February 2014, the EIU4/EIU2 program was moved under CASA, and Amber Osborne, the coordinator, moved to 9th St. Hall. She has been given additional retention responsibilities and will be over-seeing the Early Alert System in AY15 as well as coordinating the EIU4/EIU2 program. More information on this program will be given in the new EIU4/EIU2 section of this report.

CASA's ongoing goals include:

- Support student achievement by offering services and programs that aid students in succeeding at Eastern.
- Assist new students in their transition to Eastern and college-level work through concerted University in-class and out-of-class efforts.
- Offer services and resources for faculty and staff in areas of testing and assessment, advising, learning assistance, and disability services.
- Contribute to the University's understanding of our student population and student learning outcomes through assessment efforts.
- Increase University community and local community outreach through on-line resources and programming.
- Work with appropriate University constituencies to improve retention of current students through examining data and creating programming.
- Collaborate with various University offices and staff to facilitate student success and timely degree completion.
- Assess our own services and work to improve those services.

The above goals are the backbone of the unit. Specific AY14 objectives for the various units and specific areas of responsibility are given below.

Collaboration & Student Success

This section will offer examples of collaborative efforts CASA units have established with other offices at EIU; many of these collaborations have been ongoing for several years.

CASA has responsibility for alerting students to their midterm grades; the actions students subsequently take may contribute to their overall academic success. Midterm grades have been emailed to students through Campaign Monitor for five years; Campaign Monitor allows us to send individual emails to the students and to embed information such as their advisor's name and midterm course grades into the email. It also provides links to resources on campus. The cost is \$5 for each email set-up and then 1 cent for each email sent. We spend approximately \$50-60 each year for Campaign Monitor, and in past years we spent \$2500-3000 on stationary, envelopes, printing, and mailing costs (costs varied depending on the number of on-campus and off-campus students receiving letters).

Midterm grade reports are shared with academic departments, advisors, housing, minority affairs, and athletics, so that they may aid in helping students academically. Last year a report was created in reportal that gives advisors and department chairs access to these grades as well.

In Fall 2013, 2,250 midterm emails were sent with a total of 3,459 grades submitted; this is a decrease of 152 emails and 254 grades from FA12. In Spring 2014, 1,775 emails were sent and included 2,562 submitted grades, which shows a decrease of 157 emails and 321 grades from SP13. For both semesters, faculty submitted grades from 3000 and 4000 level courses; in FA13, 38 more grades were submitted from upper division courses than in FA12, and in SP14, 10 fewer grades were submitted from upper division courses than in the previous spring. The majority of grades submitted continue to be from lower division courses as required by IGP. The Fall 2013 and Spring 2014 Midterm Grades Reports are included as Appendices A and B.

Summer Institute for Higher Learning

The first Summer Institute for Higher Learning (SIHL) took place over five weeks in June-July 2012. The SSC coordinates the program, which is a collaboration of Admissions, CASA, and the departments of English, Sociology, Geology/Geography, and Political Science as well as Financial Aid, New Student Programs, and Housing.

The goals of SIHL are to (a) improve access to higher education, (b) enhance summer (and overall) enrollments at Eastern Illinois University, and (c) improve the success and retention of newly admitted students with potential academic risk factors. The program grants provisional summer admission to new freshman students with ACTs of 20 or greater but with GPAs between 2.0-2.49. Students must earn a 2.5 or higher in the summer to matriculate fall semester. All students take ENG 1001G and choose from a social and behavioral course; these courses' enrollment is limited to students admitted through the SIHL program.

This program has been very successful during the summer when students have constant and consistent support and mentoring by SIHL staff and faculty; however, during the fall and spring semesters when students aren't held as accountable, academic success has decreased. An increase in student accountability and SSC advisor intervention is planned for future cohorts starting with SU14. SIHL SU14 students will be required to take EIU 1111: University Foundations in the fall semester and to meet throughout their freshman year with an advisor in the SSC to monitor their progress, similar to requirements for Gateway and BOOST. It is our hope that these additional supports will increase student success throughout their freshman year and not just in the summer bridge program.

The SU12 cohort saw 49 students eligible to return in FA12 (out of 52 that completed the summer) with 45 of them beginning the semester. At the conclusion of SP14, 32 remained enrolled (71%) and 24 (75%) of those students are in good standing; 3 (9%) have been academically dismissed, 3 (9%) are on probation, and 2 (6%) are on academic warning. Thirteen are no longer enrolled; one of those students was dismissed for behavioral reasons.

The SU13 cohort had 57 students begin the FA13 semester. At the end of their freshman year, 45 students remain enrolled with 32 students (71%) in good standing; 6 (13%) are on academic warning, 3 (7%) are on academic probation, 4 (9%) have been dismissed. Forty-eight students began the SU14 program; one was sent home before the end of the semester for not fulfilling academic obligations, so 47 completed the program. Of that 47, two were not eligible to return in the fall due to summer grades. The full SIHL report is available in Appendix C.

Achieving College Excellence (ACE)

The ACE program was created by Lou Hencken, Interim Director of Admissions, for students who do not meet the Gateway criteria for first-generation or minority status, but whose ACT and GPA would not allow them to be admitted as standard admission students. This program is in its pilot phase for FA14. All students will be required to take EIU 1111 and to meet regularly with their academic advisor in the AAC. Data will be provided in the next iteration of this report.

Housing's Discovery Program

CASA is partnering with Housing and Career Services on a new program for undeclared students. These students will live together on two floors of Taylor Hall; career and advising programs will be provided in the halls, and they will be in special sections of University Foundations. Don Holly from Sociology will be the men's faculty fellow and Katie Lewandowski from Geology/Geography will be the women's faculty fellow. Housing has spots for 80 students in this initial program. In FA13, 17% of the freshman class came in as undeclared, and this population was identified by the Noel-Levitz Retention Predictor as at-risk. This program was created in response to these data and is loosely based on a program at the University of Illinois-Urbana. Two sections of UF, taught by Shelley James and Kari Dailey—each with a peer leader, will be devoted to these students' in a living-learning community model. These sections of UF will be adapted to have a stronger focus on choosing a major and career exploration.

Committee and Council Work

The Executive Director has served on several coalitions and committees this year, including, the Orientation Advisory Committee, the Student Support Team, Learning Goals Executive Committee, Responsible Citizenship Subcommittee, Committee on Retention Efforts, Honors Council, Eastern Reads!, Seat Planning, Disability Issues Committee, OSDS Advisory Committee, Enrollment Worx, NCA Self-Study Team, three search committees—two of which she chaired (registrar, coordinator of curriculum development), as well as on CASL, its subcommittees, and the University Foundations Advisory Committee. The Executive Director also attended Noel-Levitz/Strategic Enrollment Planning meetings as requested.

In addition to her work in CASA, the Office Manager attended the meeting on Ethics Training for office coordinators in October 2013, the Financial Manager Series on Travel and the Records Management—New Ruling from State Records Commission both of which were also in October 2013. She attended the Financial Manager Series—Budget in December 2013. She serves as the secretary for CASL, CORE, and UFAC.

These committee and council memberships contribute to collaboration with student affairs and academic departments. What follows is a brief summation of the work of the committees over which CASA takes leadership.

Committee on Retention Efforts (CORE)

In AY14, CORE continued several initiatives begun in prior years: not registered emails and survey and the Early Alert System (EAS) among those; CORE also instituted new initiatives based on information provided by the Noel-Levitz Retention Predictor. Below is an overview of these programs.

The not registered list is run twice in the fall and spring semesters: the first list is generated 2 weeks after seniors begin registering, and the second list is run a week after freshman registration begins. Students are sent email registration reminders from CORE and the co-chairs respond to any email responses from students. Chairs are sent a list of their students who have not yet registered with each list generation. The day after grades are submitted two surveys are sent to students who have not yet registered: one to students with a hold and one to students who do not have a registration hold. On average, 55% of students who are on this list are registered by 10th day of the following semester.

FA13 saw a decline in the number of alerts submitted to the EAS by faculty with 764 alerts, which is a decline of 201 from the previous fall and 88 alerts from FA11. In SP14, a total of 698 alerts were submitted by faculty, which is 31 fewer alerts than the previous spring and 218 fewer alerts than SP12. These dips may be due to the change in enrollment. The percentage of students receiving only one alert is rising. In FA13, 73% (69% FA12) of the students received only one alert and in SP14, it was

71% (61% SP13). This may indicate that the one alert is sending the message and students correct their behavior. The percentage of first-generation students receiving alerts is lower than one might expect; in SP14 38.7% of the students receiving alerts were first-generation, but the total population of first-generation was closer to 48%. In FA13, 30% of the students submitted for an alert received an A, B, or C in that course compared to 38% in SP14. Forty-four percent in FA13 earned a D, F, NC, NF for the course compared to 39% in SP14. FA13 saw 26% drop or withdraw from the alerted course compared to 21% in SP14. This fall there will be changes to the EAS based on faculty requests; CASA will also be able to turn this function on and off, so faculty do not submit at inappropriate times like finals week. The full semester-to-semester EAS comparison report is included as appendix D.

CORE produced two issues of its newsletter, *Assessment Matters*, which can be found on the web site at <http://castle.eiu.edu/~core/newsletter.php>.

In SP13 the University purchased the Retention Predictor from Noel-Levitz, and the co-chairs participated in a webinar and subsequent meetings on data to prepare for the predictor. Eight variables were uncovered by the data: a high school gpa of 2.84 or lower, students of Hispanic background, students who did not attend their EIU Reads circle, expected family contribution of zero (based on FAFSA), a gap between financial aid and family contribution, the percentage of need met by the financial aid package, department or program area (some department choices helped with retention while others suggested risk), and athlete status. The athlete status provided a lift for students, so there were 7 variables the put students at-risk of attrition. The FA13 new freshmen were scored by N-L. The results of the predictor model and the FA13 class are given in appendix X.

University Foundations instructors were all given a list of their students and the predictor results. They were asked to track interventions and report to Dr. Sanders at the end of the semester. Based on what UF instructors did to intervene with students, categories for interventions were created in SP14 and shared with returning and new UF faculty at the spring workshops. In FA13 a total of 1,323 interventions were given to 395 at-risk students enrolled in UF. The Fall to Spring results are given in appendix X.

Academic Advisors were also given a list of their advisees with predictor information. They were asked to have longer advising appointments for students at-risk, which was defined as students with 3 or more variables. As a staff, they established a list of common interventions that they would all employ with their advisees. A total of 1,822 interventions were given to 473 students through the AAC. These data were collected and compared to fall to spring retention data, which are available in appendix X.

Because so many variables related to financial issues, the co-chairs of CORE worked with the Bursar and the Director of Financial Aid on strategies for students with multiple financial variables. The Bursar's office contacted students with a financial gap of over \$9000 to discuss options. Financial Aid worked on a list of students in financial aid verification limbo to try to complete this process.

Housing focused on strategies to improve the experience of Hispanic students. They began by identifying places for additional support through a focus group.

Because of costs, Noel-Levitz will not be scoring the FA14 class. Josh Norman is working on a report to replicate the data provided by N-L, so CORE can continue to use the predictor model with the new incoming freshmen. Retention data for the first cohort will not be available until 10-day in FA14. The next step CORE plans to take with the data is to discuss the ramifications for departments whose majors put them at-risk of attrition (in order of most risk): Africana Studies, Psychology, Sociology/Anthropology, Health Studies, Family & Consumer Sciences, Undeclared, Physics, Biological Sciences, Mathematics and Computer Sciences, Art, and Communication Studies.

Seat Management Committee

The Seat Management Committee studied data related to planning for new freshmen and transfers. Although seats were requested for 1400 freshmen and 1000 transfers for FA13, departments provided fewer seats due to faculty cuts. A rollout of seats was planned for summer 2013 with approximately enough seats for 1350 new freshmen and 900 new transfers, so there were no significant issues with the available seats other than upper-level courses in a couple of majors. The rollout was planned for SU14, but more seats were rolled out for continuing students to assure new transfers could get full schedules. Because of faculty cuts, some departments are holding back sections of their general education to see if adjuncts will be needed based on enrollment.

Assessment

CASA's assessment objectives for AY14 included:

- Work in concert with CASL on assessment activities/plans.
- Maintain and update the assessment website, including CASL minutes and General Education data.
- Offer guidance/support to departments concerning program assessment and program reviews.
- Continue collection of general education data and share results with the campus community.
- Write and distribute *Assessment Update* newsletter to provide assessment news across campus.
- Provide information on assessment at Eastern Illinois University to students/faculty/advisors.
- Aid CASL chair in college and council meetings.
- Develop ways that each unit under CASA can monitor and report activities.
- Collaborate with Learning Goals executive team on CAA 5-Year Plan.
- Collaborate with NCA Self-Study Team.

In an effort to promote understanding of University-wide assessment efforts and to aid in departmental assessment activities, CASA staff members served as assessment resources for campus constituencies; this service included the following activities:

- The assessment website (www.eiu.edu/~assess) was maintained and updated as data were gleaned from assessment activities such as the Watson-Glaser exam, speaking assessment, the EWP readers, and the global survey.
- The Executive Director of CASA provided a written response to each academic department concerning its departmental assessment report submitted in June 2013; this included 96 plans: 24 graduate programs and 72 undergraduate programs. Fifteen programs were on a two-year cycle and will submit in June 2014. Responses were also provided to the deans and chairs. Reports were prepared concerning measures used and levels of assessment progress and were disseminated to the VPAA and deans in August. Separate reports were prepared for graduate and undergraduate progress in addition to specific college reports. All responses and reports are available at <http://www.eiu.edu/assess/>.
- The Executive Director of CASA met with departmental representatives and chairs concerning plans for assessment in the major. In this academic year, she met one-on-one with representatives of Africana Studies, Applied Engineering Technology, Recreation Administration, Booth Library, HERC, and Honors College.
- Two issues of the *Assessment Update* newsletter were published and disseminated to faculty and staff—one each semester. They can be found here: <http://www.eiu.edu/assess/>.

- AY14 CASL continued to create and disseminate executive summaries of the four undergraduate goals and each college's plans, graduate and undergraduate. The Executive Director of CASA, the chair of CASL, and CASL members divided the meetings that were attended in FA13. The Executive Director presented at Faculty Senate. These summaries can be viewed at <http://www.eiu.edu/~assess/caslhome.php>.
- The Executive Director co-chaired criterion 4 of the NCA Self-Study along with Dr. Rebecca Throneburg, Communication Disorders and Sciences. Their team met throughout the summer and fall 2013 semesters and a draft was completed and revised in spring 2014.
- The Executive Director participated in meetings to plan the new Alumni Survey in SP14/SU14. The new survey will be disseminated by Planning, Budget, and Institutional Research in September 2014. The Executive Director will analyze the qualitative data and PBIR will analyze the quantitative data. CATS will place the survey into qualtrics; it is planned to survey graduates 1 and 3 years out.
- The Executive Director attended the NCA/HLC conference in Chicago in April and returned with information that was useful for the self-study document.
- In January 2014 the new undergraduate learning goals were approved by CAA. CASL has been working on adapting AAC&U VALUE Rubrics to use with these new goals. Other changes may occur in the upcoming year to the assessment of the student learning goals. The CLA+ will be disseminated in AY15 and will provide data on several of the learning goals.

Most of CASA's overall goals for promoting and supporting assessment activities were met this year through the above activities. Work on the four general education goals is summarized under each goal's section. The fifth goal, quantitative reasoning, was approved by CAA in January. CASL and the LG subcommittee will work on assessment of this goal in the upcoming year. To date, CASA does not have responsibility for central assessment of this goal other than NSSE-related questions.

Voluntary System of Accountability

In AY12 OTE administered the second testing of the Collegiate Learning Assessment to evaluate writing and critical thinking. The data were received in August 2012 and were shared with CASL that fall. Pertinent data were disseminated in the executive summaries. The CLA+ will be administered in AY15; this administration will provide data for the quantitative reasoning goal for the first time.

NSSE was administered for the second time in Spring 2013 to all freshmen and seniors. Participation rates were low, so an extra push was put on with staff and faculty who had a great deal of contact with freshmen and seniors—senior seminar instructors, housing staff, advising, etc. Data were received in FA13, and the Executive Director of CASA, the Director of New Student Programs, and the Assistant VPAA divided the data and prepared reports that were disseminated to the various councils and committees.

Electronic Writing Portfolio

CASA oversees the Electronic Writing Portfolio (EWP) process. This oversight includes checking each submission for the new EWP criteria, sending emails alerting faculty to submissions to be rated, uploading student information on requirements met to Banner, maintaining the database, monitoring the writing-intensive course list, monitoring students who receive the writing with distinction award, and answering questions from students, faculty, and advisors concerning the EWP's submission process and requirements. CASA's goals for the EWP this past year included:

- Accept and store student submissions.

- Upload student completion of requirements to Banner.
- Provide EWP information to students, faculty, and advisors.
- Work with students/faculty/advisors/certifying officers on issues surrounding students' successful completion of EWP requirements.
- Work with CATS to maintain the fully electronic version of the EWP that interfaces with Banner.
- Continue to hold EWP readings of completed portfolios and focus groups.
- Share results from portfolio readings with various constituencies.
- Disseminate EWP student brochure at orientation and to faculty who request copies for students.
- Update EWP information as related to changes to the requirement.
- Disseminate major scores to department chairs for use in their department plans.
- Train new EWP readers.

AY14 was the sixth year of the revised EWP. EWP reminders went out each semester to students who had not completed their portfolios and to faculty when they had papers to rate. We have had difficulty with faculty meeting rating deadlines and have had to ask for proxy raters for a number of faculty members who refuse to complete this task. Department chairs, the Director of OTE, and the Executive Director of CASA have served as proxies; however, this proxy system does not encourage faculty to complete their obligation to their students and the University.

We have also automated the emails that go to students whose submissions receive a 2 or lower rating. These emails are generated as the papers are written rather than once each semester.

EWP brochures for students were disseminated at freshman and transfer Debut and were made available to faculty and departments. Brochures for faculty are mailed to all faculty members each fall. The website and brochures were updated to facilitate faculty and student understanding of the process and to address frequently asked questions.

Reports were prepared for each semester of EWP submissions. Departments were sent a list of all submissions made by their majors with an average for the department and college. Deans were given data for the entire college. Spring and Summer data will be shared at the beginning of Fall semester. Summer 2013, Fall 2013, and Spring 2014 reports are included as Appendices E, F, and G.

Readings of completed portfolios moved from Fall semester to spring semester. In January the Executive Director trained 10 new faculty members to serve as readers. Portfolios were read in February with focus groups taking place at the end of the month.

The 20 readers read 239 portfolios, which encompassed 681 student papers. The Executive Director of CASA prepared a report on the ninth readings based on the focus group information and materials provided by the readers. A draft of the report was sent to readers in March for their input; the report was then revised and disseminated throughout campus via the assessment website. (A copy of this report is available at www.eiu.edu/~assess. An executive summary is included as Appendix H; this report includes information from the past five years of readings.) Scores from the portfolio readers continue to be relatively consistent from year to year although fewer portfolios overall were rated as strong (19%) this year and more were rated weak (27%) than in past years. Poor critical thinking skills displayed in the development trait continues to be the major problem identified in student writing as does organization. Mechanics and use of sources are the traits that are rated the highest. The faculty readers called for their colleagues to be more intentional about teaching writing and critical thinking across the curriculum.

Critical Thinking

CASA manages the distribution of the *Watson-Glaser Critical Thinking Appraisal* to Senior Seminar faculty. OTE has the primary responsibility for the *Watson-Glaser*; information is disseminated to

chairs and faculty, exams are delivered to departments, exams are scored, and results are sent back to faculty for distribution to students. Our goals for this component of the assessment plan included:

- Manage the distribution of and scoring of the *Watson-Glaser Critical Thinking Appraisal*
- Offer information to faculty concerning administering the *Watson-Glaser*
- Create reports and disseminate *Watson-Glaser* data to departments
- Help faculty and administrators interpret *Watson-Glaser* results
- Investigate new instruments for this goal

The *Watson-Glaser* has been administered in senior seminars since Summer 2003. A total of 1,272 paper-based Watson-Glaser Critical Thinking Appraisals were distributed in 80 packets to senior seminars in AY14.

Term	Paper-Based Appraisals	On-line Appraisals	Total Scored	Composite Averages
SU13	150	176	326	24.44
FA13	537	140	677	24.62
SP14	585	101	686	24.16

See Appendix I for the annual Watson-Glaser report.

CASL continues to struggle with the Watson-Glaser’s usefulness as an assessment tool. This academic year CASL members worked with CAA members and other faculty on the learning goals 5-year project. Next year revisions are anticipated for the assessment of the learning goals. Until then, the WGCTA will be used as well as the CLA+.

Responsible Citizenship

AY14 was the twelfth year to collect data related to this goal. In January the goal’s language was officially changed from “global citizenship” to “responsible citizenship.” The following objectives were set by CASA to serve this goal:

- Make administration of the Responsible Citizenship Survey possible for students at freshman orientation and in Senior Seminars each semester.
- Share data with CASL and place on website for University community.
- Provide information to faculty about the administration of the survey in Senior Seminars and student compliance.
- Troubleshoot issues with access for students.
- Revise surveys in qualtrics for summer distribution.

SU12 was the first year for the revised Global Survey; in AY15, the survey will need to be revised again to match the new responsible citizenship goal. Until that time, the survey written in 2012 will be disseminated.

Freshman Citizenship Survey

The completion rate for the freshman survey is dependent on freshman students coming through Debut and staying for the entire program. The last three years have had a higher completion rate perhaps due to the change in the Debut schedule which ends earlier than previous years. The Summer 2014 data were not yet available at the writing of this report.

Year	Number Completed	Number Students Seen at Debut	Completion Rate
2009	1,451	1,752	83%
2010	1,347	1,489	90%
2011	1,325	1,386	96%
2012	1,206	1,304	92%
2013	1,322	1,346	98%

Senior Citizenship Survey

CASA staff members send faculty teaching senior seminars a list of students in their course(s) who have completed the survey and this information can be provided at any time throughout the semester. Some instructors ask for a weekly list while others require only one at the end of the semester. Students are given access to the survey once the 10th day rosters are produced.

Since Fall 2007 the rate of completion by students in senior seminars has significantly fallen although summer semesters tend to have a higher completion rate for some reason. Despite the ease of completing the survey on-line, we still consistently have problems reaching high completion rates—especially in Fall and Spring semesters. Because the completion rates had fallen, in FA13 and SP14 the Executive Director talked to department chairs about faculty members who had had no students complete the survey. Some headway was made in Spring semester, but by the completion of the semester, 5 sections of senior seminar taught by ECN instructors and 1 section taught by a Geology/Geography faculty member remained unanswered by all students in the section and others were spotty. The Executive Director will continue to work with chairs and the Dean of the College of Sciences to fix this issue.

Semester	Number Completed	Number Students	Completion Rate
Summer 2009	463	673	67%
Fall 2009	328	884	37%
Spring 2010	258	946	27%
Summer 2010	393	741	53%
Fall 2010	363	989	37%
Spring 2011	261	957	27%
Summer 2011	310	632	49%
Fall 2011	357	878	41%
Spring 2012	298	968	31%
Summer 2012	164	579	28%
Fall 2012	270	907	30%
Spring 2013	292	938	31%
Summer 2013	246	547	45%
Fall 2013	308	795	39%
Spring 2014	479	924	52%

A report comparing Summer 2013 freshmen with AY14 seniors is in Appendix J. The senior data is native and transfer students. It will be a few years before we are able to compare a single cohort at the freshman and senior level.

Speak Effectively

Data that address this General Education goal were collected for the first time in Fall 2003 from Speech 1310G courses (now Communication Studies 1310G) and in senior seminars for the first time in Fall 2004. OTE has primary responsibility for disseminating forms and collecting speaking data. CASA's AY14 objectives that support this goal include:

- Assist the CMN 1310G coordinator in communicating assessment expectations to graduate assistants and faculty teaching this course.
- Provide informational material for faculty.
- Enter quantitative data in assessment database.
- Disseminate procedures for faculty to return assessment forms to CASA.
- Collect speaking data in the CMN 1310G courses and in senior seminars.
- Disseminate data to CASL and the campus community.
- Provide data to departments for their majors.
- Enter subscores into database.

Procedures for collecting and returning data were distributed to CMN 1310G and senior seminar instructors each semester by OTE staff members Karen Easton and Shannon Storm. Speaking assessment sheets were distributed to all sections of CMN 1310G and senior seminars. This year a total of 3,129 completed assessments were returned: 1,159 freshman scores and 2,218 senior scores.

Term	Course	# of Submission	# of Majors represented
SU12	EIU 4###G	526	84
	CMN 1310G	15	10
FA12	EIU 4###G	858	93
	CMN 1310G	711	86
SP13	EIU 4###G	834	86
	CMN 1310G	433	80
Total		2218 EIU /1159 CMN	

Three years ago, OTE began putting major on the speaking assessment sheets in order to provide information on speaking assessment to the departments related to their majors. Each semester, OTE provides this data to departments. The AY14 Speaking Report is available as Appendix K.

As with each year, CASA and OTE staff members have worked diligently to administer the University Assessment Plan, to assure that requirements are met and policies followed, and to make the administration of the plan as simple as possible for students and faculty.

University Foundations

Although CASA has oversight of University Foundations (formerly freshman seminar), an Advisory Committee helps to make decisions concerning course content, events, and the faculty workshop. Karla Sanders chairs this committee. Other committee members were Donna Dawson, School of Technology; Cordy Love, New Student Programs; Bobbi Kingery, Career Services; Cindy Boyer, Student Success Center; Jessica Ward, Housing; Wendy Long, Office of Testing and Assessment, Crystal Brown, Student Community Service, and Maggie Burkhead, TRiO. Donna Dawson, Cordy Love, and Maggie Burkhead finished their terms in SP14. Julie Chadd, School of Technology, and Lisa Walker, Residential Life, will join the committee.

In Fall 2013, nine CASA staff members taught the course: the Executive Director, the Directors of the SSC, AAC, and OTE, the Assistant Director of SSC, and four advisors. In FA13, 17 of the 30 sections were taught with an instructor and a peer leader, one was a GA and a faculty member, one was taught alone due to a late withdrawal, and 11 were team-taught.

UF is a writing-active course with four main objectives:

- Familiarize students with the expectations, policies, resources, and traditions of Eastern Illinois University.
- Develop students' critical thinking, learning, and communication skills.
- Enrich students' perspectives on personal, academic, and moral issues in higher education.
- Engage students in the educational and social life of the University.

The student learning objectives are:

- Describe classroom norms, university policies/procedures (including student code of conduct and catalog information), and faculty expectations
- Explain key moments in Eastern history
- Function as a global citizen in a multi-cultural world
- Use the resources and services provided by Eastern Illinois University
- Identify transitional issues—personal, social, and academic—and learn about resources and services to aid in overcoming those issues
- Formulate educational and life goals
- Articulate values and priorities related to college and your future
- Communicate more effectively (orally and in writing) with professors and peers
- Analyze, criticize, and construct arguments using critical thinking skills
- Employ time management and study skills (including test taking, note-taking, and reading strategies)

In addition to these course goals, the committee was interested in the following annual goals:

- Recruit good teachers to the course.
- Revise the course evaluation materials to reflect changes in the course.
- Revise the faculty workshop to suit the needs of the course and the faculty.
- Recruit and train peer leaders.
- Provide quality programs for Academic Foundation Day and the UF Showcase.
- Promote service learning rather than volunteerism for citizenship project.
- Provide materials for incorporating the EIU Reads book.
- Provide materials for teaching from the textbook.
- Provide resources to instructors via website.

In Fall 2013, 30 sections were offered, and 555 students completed University Foundations (UF); this is approximately 44% of the first-time freshmen. Of those students, 50% were minority students and 29% were in the Gateway Program. Gateway students are required to take University Foundations, so 29% of UF students took the course as a requirement and 71% took the course as an elective. Forty-one instructors, seventeen peer leader, and one GA taught the course with twelve peer leaders and ten instructors being new to UF.

In SP14 new instructors and peer leaders were solicited via email, the University newsletter, fliers, and word of mouth. The Executive Director received 33 applications for peer leaders and interviewed 28 students for the 13 new slots. Sixteen applications from faculty/staff were received and twelve people were hired and trained. No GAs applied this year.

Students who elect to take UF or are required to enroll traditionally have lower gpas than their non-UF counterparts. The retention rates for students who take UF have gone down the last three years although the average is still 2% higher than the non-UF students. With a higher percentage of each freshman class being part of special admission groups, and with the majority of these special admit groups taking UF, the retention rates have suffered. The retention rate of Gateway students, for example, was 63% for the FA12 cohort to FA13. The percentage of students from ethnic minority groups and those who are white was the same with 50% for each group compared to the overall freshman class which had 33% of the students from a minority group. Since minority students are not retained at the same levels as white students, the dip in retention for UF may be caused in part by the increase in minority students and those in the Gateway program (See Appendix L for the last five years of data on UF students.).

In SP12 the course evaluation was updated slightly to help students understand the questions being asked, but unfortunately, the new questions were not actually updated on the evaluation, so they were asked for the first time in FA13. In FA13, 85% of students enrolled in UF indicated they were working less than 5 hours a week at a paid job, which is up 7% from the previous year, and only 7% were working more than 11 hours (a decrease of 2). The percentage of students indicating that they spend 6 or fewer hours a week studying went from 47% for 4 years straight to 38%; the percentage indicating they spend 13 hours or more increased from 18% in FA12 to 25%. This change in percentages is positive and may indicate a change in academic rigor in the freshman classes. We also saw an increase in students indicating that the course had helped them with their study habits and college classroom expectations. See Appendix M for year-to-year comparisons of the course evaluation data and student habits.

In May 2014, 17 peer leaders attended the first half day training for UF. Textbooks and the PL training manual were disseminated. Instructors teaching with the peer leaders were invited to lunch to meet their peer leader and to begin talking about their course plans. Currently, 31 sections are planned for FA14; the number of sections was increased because Summer Institute students and ACE students will be required to take the course along with Gateway students. We estimate that this may be 70-80 students. Twelve new faculty members were trained in a one-day workshop. Thirty-two returning faculty/staff members will co-teach the course.

Each fall, Academic Foundation Day offers students the chance to attend a major/minor fair and to listen to talks from various departments concerning major choices and careers. On October 1, 2013, 32 presentations were given and 31 departments and units were presented at the major/ minor fair. Each year, it is a struggle to convince departments to participate, and some departments have never come. UFAC will continue to strive to make this a positive experience for both faculty representatives and students. Financial Aid gave a presentation on finding scholarships that was very popular with the students.

The citizenship project asks each class to participate in some University-wide, local, state, national, or global citizenship project. Instructors were asked to have students reflect on their experiences through an email assignment, written paper, or presentation. Six sections required students to participate in group projects; 13 sections allowed individual projects; and 9 sections required a combination of individual and group projects. Of the 30 sections, 27 required service learning projects in which students reflected on their experiences. A total of 594 students volunteered 2,297 hours in Fall 2013, which is an increase of 190 hours from Fall 2012 UF courses. On average, each student completed 3.87 hours. A total of \$686 was collected. (Full report in Appendix N.)

Fall 2013 instructors who are returning FA14 were invited to a “thank-you” lunch/workshop in March 2014. The workshop focus was on retention data and how to use the Noel-Levitz Retention Predictor. UF instructors were asked to devise interventions based on the predictor model and provide feedback at the end of the semester to help track what interventions were successful.

Academic Advising Center

Academic advising at Eastern Illinois University is a mixed model with the AAC advising first-year and undecided or exploring students and students who have not yet met admission requirements to majors with specific admission requirements (i.e. majors within the School of Business, Education, Psychology, Kinesiology, etc.) In addition, the AAC is tasked with advising and/or coordinating advising for **special populations** of students at EIU such as: Gateway, Summer Institute, International, Guests, Elluminate (students deemed unable to attend on-campus Advising and Orientation programs by the Director of New Student Programs), ACE, Athletes, and the Discovery Learning Community.

Academic advisors in the AAC are responsible for teaching students the curriculum, providing information and guidance regarding majors and major selection, facilitating student's career exploration process, and teaching students how to make appropriate selections regarding courses, minors and plans of study available at EIU. Various methods are utilized such as the University Catalog, the Academic Handbook, PAWS, and the degree audit. Advisors in the AAC provide personalized attention to each student through a required advising model.

Academic advisors in the AAC collaborate and consult with various constituents throughout campus, including departmental advisors, the Registrar's office, Admissions, New Student Programs, Student Success Center, University Housing, Athletics, etc. The AAC is responsible for collaborating with the Campus Advising Network to organize the Advisor Coffee, a professional development and information sharing event, held during the fall and spring semesters. In addition, the AAC provides training services on a wide array of topics to all new and seasoned advisors at EIU. The AAC updates and disseminates a General Education checklist every semester to all advisors on campus and maintains a website with various resource information available to all advisors.

The Academic Advising Center has one Director, 8 advisors, and 1 office manager. The following goals were set by the Academic Advising Center Director and the Academic Advisors for AY14:

- Focus on advisement
- Build campus relationships
- Provide (and support) professional development opportunities for staff
- Support departmental and University activities related to advising and student development
- Continue to foster community relationships

The above goals were met in the following ways:

- In FA13, 1,812 students were assigned to the AAC; at the end of SP14, there were 1,179 students advised in the AAC.
- In AY14, advisors had 2,842 appointments, of which 1,161 were walk-ins. They received 5,212 phone calls.
- An advisor coffee was held each semester; these meetings are co-sponsored by CAN and AAC. Over 100 people participated across the two semesters.
- In SP14, 11 students were advised via Elluminate, and 18 guest students were advised.
- AAC revised its website. Led by Shawn Schultz and Debbie Kidwell, the AAC worked with CATS to re-brand and update the on-line presence of the AAC.
- A subcommittee chaired by Lora Green designed an advising syllabus that will be implemented during Debut. Greg Aydt, Jennifer Reed, and Debbie Barker served on the subcommittee.
- The office manager sent reminders to students assigned to the AAC to make advising appointments. Advisors emailed students experiencing difficulties to assure they were aware of campus resources. Emails are also sent to students to congratulate them on academic excellence and improvement.
- The freshman advising calendar was updated and is included in the folder distributed to freshmen at Debut. Shelley James, Kari Dailey, Debbie Kidwell, and Debbie Barker were charged with this year's revision.

- Advisors attended the Housing Department’s “Advisors and Appetizers” program in Thomas Hall. The goal was to bring advisors into the residence hall to provide support and guidance to students in their living environment.
- The following departments have attended meetings with the AAC to share information: College of Education and Professional Studies, History, Philosophy, School of Technology, Family and Consumer Sciences, New Student Programs, Summer Institute, and University Housing and Dining.
- Student files were reviewed on transfer day, and students were assigned to the AAC or major department as indicated by their major and transcript information.
- Advisors attended Open Houses, transfer days, convocation, the athletics award banquet, the TRiO scholarship selection and awards ceremony, faculty receptions, honors day, and a variety of other campus events.
- Advisors served on search committees for the Assistant Director of Student Disability Services and the Coordinator of the Military Assistance Center.
- All advisors are members of the Illinois Academic Advising Association (ILACADA), and most are members of the National Academic Advising Association. Shawn Schultz is currently the president of ILACADA, and Teri Farr is its Professional Development Committee chair. Five advisors and the Director attended the ILACADA annual conference at SIUC and one gave a presentation and a poster session.
- Debbie Barker participated in the CSA Mock Interview process.
- Janie Steber, the Office Manager, was a recipient of the 2014 Superior Performance Award.
- A subcommittee is exploring an on-line appointment system to be piloted in the upcoming academic year. The subcommittee members are Norm Isacson, Shelley James, Shawn Schultz, and Teri Farr. An on-line system will be more convenient for students and will eliminate some of the work that was done by the clerical staff member who is not being replaced.

The following table shows the responses to the five questions that directly relate to advisor performance on student outcomes for all 10 people combined:

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My advisor provided accurate and reliable information.	66.2%	25.5%	4.8%	1.3%	1.1%
My advisor considered my personal abilities, talents and interests when advising me about courses or programs of study.	61.9%	27%	8.1%	1.5%	1.3%
My advisor helped me to have a better understanding of the university policies and procedures.	54.2%	30.7%	10.9%	2.0%	1.1%
My advisor helped me to make important decisions about my education (selecting courses, exploring majors/minors, repeating courses, etc.).	61.4%	26.1%	7.2%	3.1%	1.5%

My advisor helped me find the answer to my questions.	64.1%	25.7%	6.8%	1.1%	1.1%
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The academic advisors in the AAC and their activities are embedded in virtually all aspects of student involvement and success of our students. The AAC is the first stop for all students new to Eastern. There is no way to assess the **impact** academic advisors have on those new to the university. We must assume that due to the **high-quality** of academic advising (both real and perceived as indicated by the high level of satisfaction indicated by the advisor evaluations) in the AAC, much of the retention and ultimately completion rate and graduation of our students are related to the advising process and those early relationships that are formed. A campus-wide assessment plan of advising is not currently in place but the Campus Advising Network plans to implement a perception of academic advising survey in AY15 as a beginning point.

The information contained in this report is a testament and evidence that advisors in The Academic Advising Center have exceeded these expectations and goals. The following is what AAC advisors use to guide their daily advising activities with students:

- To value you as an individual and demonstrate a genuine concern for your well-being;
- To provide and explain accurate information;
- To guide you as you explore your academic and career goals through self-reflection regarding your strengths, weaknesses, and passions;
- To assist you with developing your academic plan;
- To review your academic progress and explain policies, resources available, and make referrals to other support services to encourage success;
- To be accessible for meeting with you during established office hours, by appointment, by telephone, or e-mail; and
- To maintain confidentiality concerning all personal and academic matters.

EIU4/EIU2

Mission Statement: To increase the University’s graduation rate by offering the four-year graduation guarantee (EIU4) to help students stay on track to a timely graduation by monitoring their progress, referring them to the necessary resources on campus, providing pertinent information, and aiding in resolving hurdles that prevent students from moving forward.

Vision Statement: To show our students and parents that an affordable, quality degree is achievable in four years by everyone.

AY14 Goals:

- Streamline marketing materials and create new materials with intentionality and purpose.
- Target students who have been put Under Review with EIU4/EIU2.
- Increase visibility and interaction with students.

EIU4 offers support to students by providing pertinent information in a timely manner, helping with closed classes, explaining the degree audits, and monitoring progress towards timely graduation. Services are offered in a variety of ways which aid in the retention and graduation rates of EIU4 students. Most basic of these is the EIU4 website where students can access information pertinent to timely degree completion. The information contained on the website includes four-year degree plans for all eligible majors, checklists for majors and minors, tips on “How to Graduate on Time,” and a section by section explanation of the University Degree Audit.

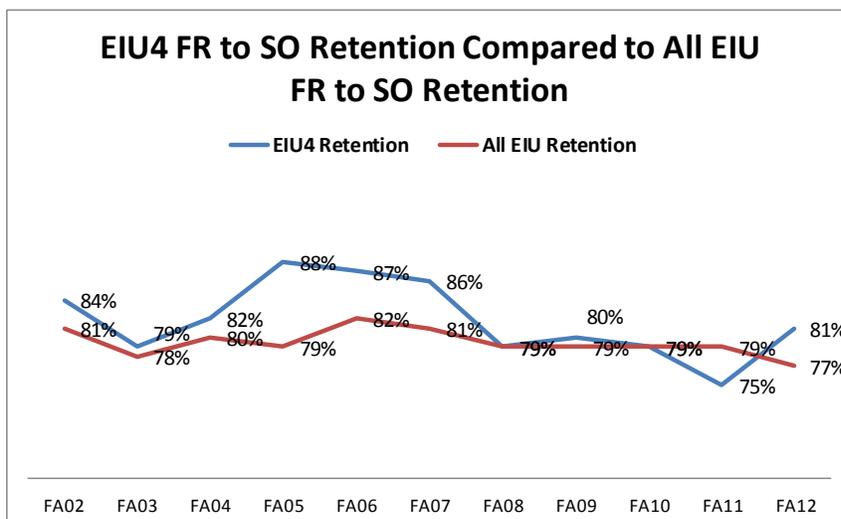
In addition, this year, EIU4 had a presence at EIU Open Houses, summer orientation, and Academic Foundation Day to promote the benefits of timely degree completion to students. Also, the coordinator contacted all new eligible freshmen in the fall with instructions on how to run a degree audit along with sending them a degree audit so they could recognize its importance in tracking their progress toward a degree. All EIU4 students were contacted throughout the semester with email reminders of important dates on the academic calendar. Students contacted the office throughout the year about issues that affect a timely graduation. This year saw a decrease in students requesting help with closed classes and more questions pertaining to how to get help with issues they were having. Students were directed to tutoring services within their departments via the Student Success Center tutoring page and to the SSC itself for further help.

EIU4 continues to offer the EIU4 Scholarship, which is a one-year, non-renewable scholarship worth \$1,000 and given to four incoming freshmen. This year we experienced an increase in applications, totaling 125 interested applicants. MyEIU was used to reach out to students as well as having the scholarship materials at Open House events.

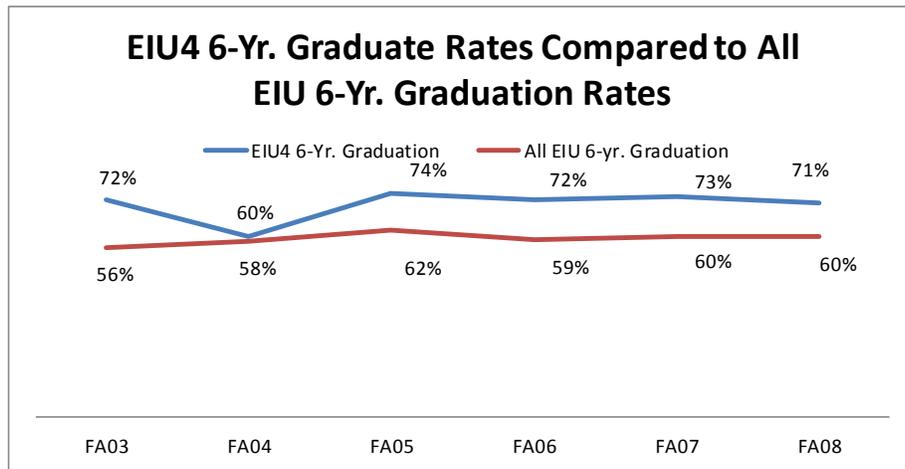
Prior to 2008, students were informed about the EIU4 Program and elected to enroll. After 2008, all eligible students were enrolled in the program, which greatly increased the number of students enrolled. At the end of SP14, the remaining cohort numbers were:

- 2013 Cohort: 653 eligible students
- 2012 Cohort: 359 eligible students
- 2011 Cohort: 263 eligible students
- 2010 Cohort: 188 graduates

The following chart depicts the EIU4 freshman to sophomore retention rates compared to the retention rates for the entire Eastern population. With the automatic enrollment beginning in 2008, the retention percentages for EIU4 students more closely resemble those for the entire class than the cohorts that elected to participate.



The following chart depicts the 6-year graduation rates for EIU4 compared to all EIU students. The majority of students represented in the cohorts on the following chart all elected to join EIU4; it was not automatic until 2008. The chart shows that the EIU4 program students consistently graduate in greater percentages than their non-EIU4 counterparts.



FA13 introduced a guarantee program for transfer students called EIU2. Eligible students have completed an associate's degree and are entering an EIU4-eligible program at Eastern. This fall, 51 students were eligible for the program; at the end of SP14, 18 students remained eligible for a 35% retention rate in the program. Of the 33 students who were no longer eligible, 23 were for failure to make their EIU2 meeting. These students were contacted multiple times by email and phone. Students who had made an appointment received an explanation of the program, were referred to necessary resources, had the opportunity to ask questions, and were given guidance on how to become involved on campus, and to connect with their major department. Students responded well to the one-on-one appointment with multiple students sending follow-up emails throughout the year when they were unsure where to go.

The EIU2 scholarship is due by June 15 of each year. More data on this will be given in next year's report.

EIU4 materials were revised to eliminate duplicate information and clarify intent. Color-coded handouts were created for specific events and the intended audience.

Several students put on review with EIU4/EIU2 were also on academic warning. The coordinator contacted these students via email, and some responded to these emails. Outreach will be a goal for next year to determine the best way to contact and help students.

The EIU4 Coordinator participated in two new events this year: the Campus Office Fair for RAs and the Graduate Assistant and Staff training through the Office of Minority Affairs. She presented an overview of the EIU4/EIU2 programs and discussed collaboration. She also attended the Prowl picnic at the beginning of the year to welcome students and disseminated business cards. In FA13, the coordinator set up a table in Thomas and Taylor Hall once a week to offer services and support to students; unfortunately, student response was low although a few asked questions. Given the low number of student attendance, this practice will not be continued next year. With the move to 9th St. Hall and the proximity to AAC, we hope that the coordinator will have increased student traffic.

Eastern's EIU4 program was featured in a white paper published by Hanover Research, "Four Year Graduation Guarantees" in which four programs were discussed; Eastern was the largest school and the only public program.

In collaboration with CATS, the coordinator created a new access database to track students in the program and provide data in a timely manner.

The coordinator increased her understanding of retention by attending a national symposium on retention. She also attended a number of professional development opportunities on campus. She was a member of CAN and CORE and is the web administrator for CAN.

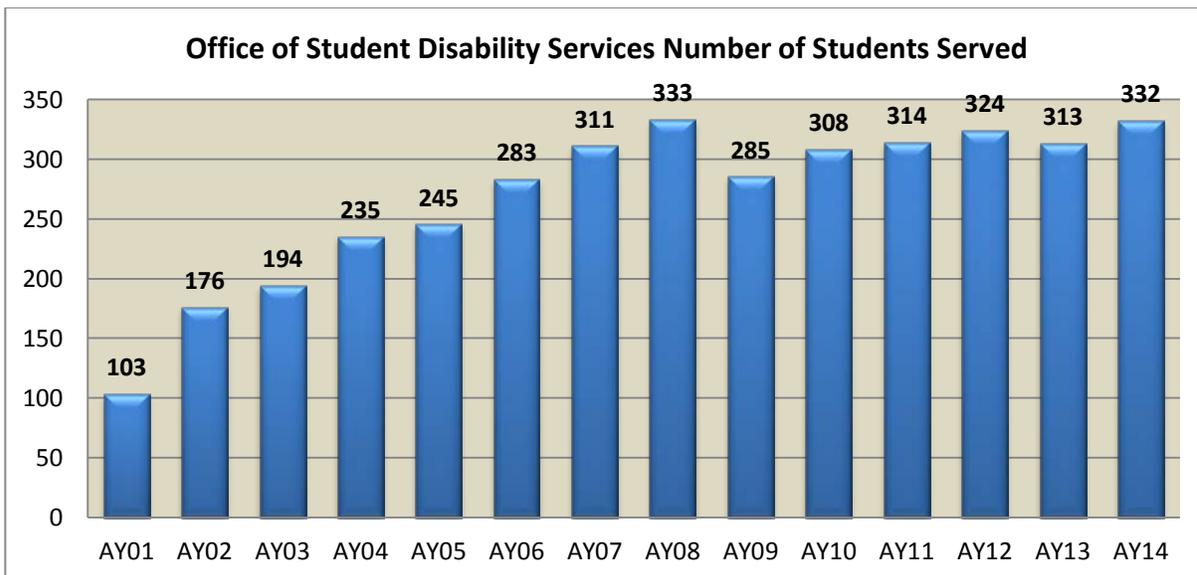
Student Disability Services

ODS established these goals for AY14:

- Further streamline exchanges with students, faculty, staff, and the general public through the use of progression technology and access-friendly processes.
- Continue to collaborate with ITS in order to implement Simplicity Accommodate database.
- Continue to research and review current trends and issues in the field of disability services in order to function as a resource for the EIU community and provide exceptional services for students with disabilities.
- Seek professional development activities in the areas of disability law and best practices in higher education using creative means given current budgetary limitations.
- Given the addition of a permanent graduate assistant and Redden Grant funds to cover at least one FOCUS mentor, continue to provide the FOCUS program.
- Continue to meet regularly with the Interdisciplinary Team (Health Services, Counseling Center, and OSDS) to address needs of students
- Continue to provide E-text for students with visual and other print disabilities using the latest available technology which meets accessibility standards.
- In an effort to improve recruitment and retention, explore new and innovative ways to provide support to students with disabilities who would otherwise be successful given specific types of intervention.
- Increase involvement with regional and national AHEAD to remain current with trends and policies regarding individuals with disabilities.

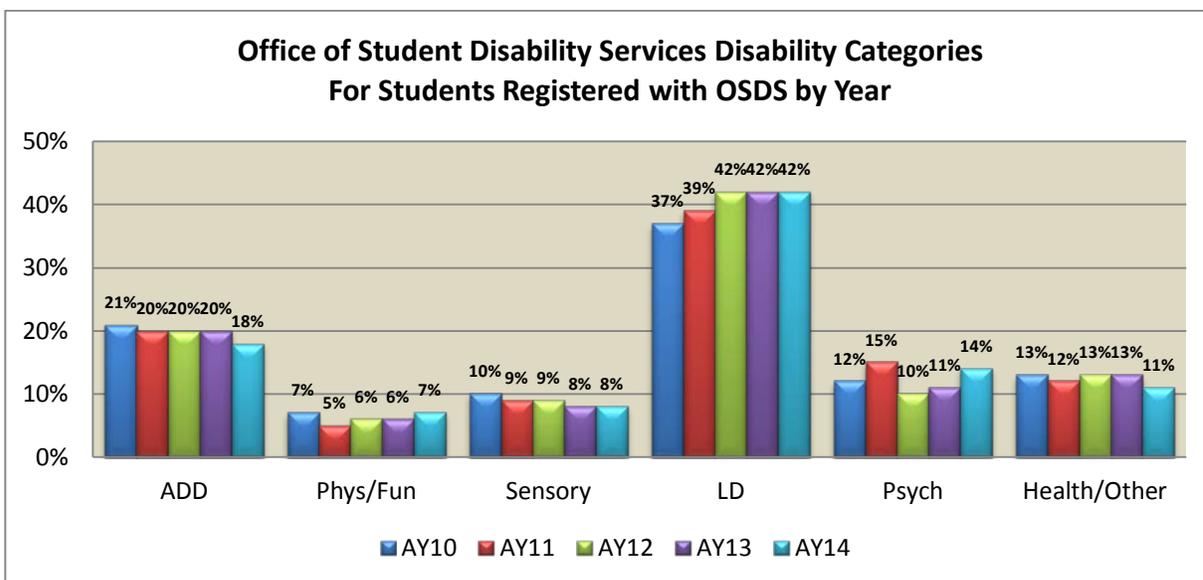
During AY14, the Office of Student Disability Services (OSDS) served 332 students and had one or more contacts with an additional 131 prospective students (this number does not include new students seen during Debut 2013; it represents a decrease of 5 prospective students from AY13). The total number of registered students with ODS for AY14 shows an increase of 19 students from the previous year.

In order to be consistent with the yearly IBHE data requested by the Office of Civil Rights, these numbers have been based on 10th day counts for fall and spring only. That report does not include summer numbers nor students who register with our office after 10th day. However, when taking into account students who were only registered with ODS during summer 2013 (18 additional students) students who registered with OSDS after 10th day in fall and were here fall only (19 students), and students who registered with OSDS after 10th day in spring (20 students), the actual total number of students served is 351, a decrease of 15 students from last year.



Over the academic year, 8 students were academically dismissed, 20 were on warning, 14 were on probation, and 61 students graduated. In Fall 2013, 18% registered students were freshmen; 18% were sophomores; 23% had junior status; 33% were seniors; and 8% were enrolled in graduate studies. In Spring 2014, 16% were freshmen; 12% sophomores; 26% juniors; 41% seniors; and 5% were pursuing graduate studies.

The following chart represents the kinds of issues students presented to OSDS. Students on the Autism Spectrum are included in the psychological category. Miscellaneous health includes chronic health issues, Traumatic Brain Injury, and other low incidence disabilities. As indicated by the chart below, all of the supported disabilities have remained consistent with previous years.



The following paragraphs outline how AY14 goals were met.

- Added information to the OSDS Web page for faculty including FAQ's as well as information to help faculty prepare for students in their classrooms with visual impairments, hearing impairments, Asperger's and Autism.
- Improved and utilized a display board for OSDS to use at open houses, transfer days, and college fairs.

- Collaborated with the Chair of the Foreign Languages Department to address students with disabilities' requests for foreign language substitutions.
- Sent out the OSDS student survey through "Survey Monkey" to elicit responses.
- Continued working with ITS to implement the Simplicity Accommodate database.
- The Director attended college fairs for students transitioning to the postsecondary level:
 - "Lincoln Way High School Turning Point, in Frankfort, IL on November 12, 2013
 - "Choices" October 23, 2013
- Coordinated and implemented a Faculty Appreciation Event with student recommendations of outstanding faculty and shared experience via the OSDS website.
- Offered an information session on adaptive technology including Inspiration, Dragon Naturally Speaking, Kurzweil 3000, and the SmartPen, for CASA and a separate session for the campus community.
- Coordinated panel presentations for faculty on student experiences in college as a student with disabilities.
- Collaborated with CSA instructor to offer student panel.
- The Director met with the OSDS Advisory Board comprised of faculty from a variety of colleges at EIU, a representative from Faculty Development, and representatives from off-campus programs.
- The OSDS Director and Assistant Director met with the Interdisciplinary workgroup (EIU Counseling Center, Health Services and the Office of Student Disability Services) to collaborate and provide the best possible support services for students.
- The OSDS Office Manager attended all EIU Open Houses and Transfer Days.
- OSDS received four Redden grants for the year which were used to hire student workers for electronic text conversion and mentors for the FOCUS Program.
- Two work-study students were trained to perform various office tasks and were supervised by the Office Manager.
- A sign language interpreter for two students with significant hearing impairments was coordinated through this office.
- Referrals were made to the SSC, Academic Advising, Reading Center, Writing Center, Counseling Center, Communication Disorders and Sciences, Career Services, Health Services, Financial Aid, TRiO, Gateway, and Booth Library.
- The Director of Student Disability Services acted as the point person for student veterans with disabilities.
- The Director stepped down as chair for the University Committee on Disability Issues; this committee met each semester. The Director acted as a substitute chair to the committee during absence of current chair, the Director of Human Resources. The Director participated in a subgroup of the University Committee on Disability Issues with the ADA Coordinator and the Facilities Planning and Management representative to assess the effectiveness of current

procedures for addressing campus accessibility, and disability concerns and issues and to recommend future practices. This committee met two times each semester.

- The office was represented at a Meet and Greet with New Student Program Leaders for summer orientation.
- OSDS met with numerous prospective students and their families throughout the year. Additionally, communication was frequent with high school personnel in order to coordinate successful transition of these students.
- Concentrated involvement was necessary for some students registered with OSDS. Significant issues regarding legal situations, faculty concerns, medical issues, community supports, life skill supports etc. required an exorbitant amount of time and department resources.
- The Director and Assistant Director attended the Illowa AHEAD Regional Conference “Getting Connected.” March 27-28, 2014.
- The Assistant Director ran for the position of Secretary on the Illowa AHEAD board and was elected for AY15.
- The Director attended AHEAD 2014 Conference Management Institute New Orleans January 30-Feb 1, 2014.
- The Director, Alternate Media Technology Specialist, and Office Manager attended Salome Heyward and Associate Best Practices Webinar.
- The Director worked with the Graduate School to develop a plan of welcoming and support for individuals applying to graduate school and attending graduate school via the OSDS website. This included providing clarification and access support of required assessments for admission to the Graduate School.
- The Alternate Media Technology Specialist attended the 2014 National Braille Association Spring Professional Development Conference May 1-3, 2014 presented by The High Tech Center Training Unit of the California Community Colleges and The National Braille Association.
- The Office Manager attended Ethics Training, Financial Manager Series-Travel, Record Management-New Ruling from State Records Commission, and Financial Manager Series.

OSDS Survey Results

Each semester, students who have received services from OSDS are sent an email asking them to complete an evaluation of their personal experience with the office. This year an email was sent to each student containing a link for survey access on Survey Monkey. Students were asked to rate five statements on a strongly agree to strongly disagree scale. Responses from the two administrations—Fall 2013 and Spring 2014—have been combined.

Statement	Strongly Agree	Agree	*Combination of Agree & Strongly Agree	Strongly Disagree	Disagree	NA
My experience with the Office of Student Disability Services has been positive.	58.9%	34.25%	93.15%	0%	6.85%	0%
I received courteous service.	66.67%	26.67%	93.34%	0%	6.66%	0%
My requests were addressed in a timely manner.	64%	29.33%	93.33%	0%	6.67%	0%
I received useful information.	60%	30.67%	90.67%	1.33%	6.67%	1.33%
I was given the opportunity to express my concerns fully.	55.41%	33.78%	89.19%	2.7%	6.76%	1.35%

Alternate Media and E-text

- During AY14, the Alternate Media Technology Specialist (AMTS) supervised the work of one employee who assisted in converting text into an electronic format.
- Digital library went through a major purge. Archived over 700 digital books (by removing them from the server and burning them to disk) and cleared out many hard copies of books that are no longer used by the University.
- The AMTS continued to improve the process of converting text into electronic format in order to generate material which aligns with standards in the field. While the chart below represents the numbers of books converted in AY14, it does not reflect the increased level of effort required to produce higher quality e-text for students with disabilities. Currently, the e-text library contains 742 books.

Semester	# of students eligible for e-text	# of students requested e-text	Total # of books provided	# of books provided from our e-text library	# of books converted and/or edited	# of books provided through Learning Ally
SU13	35	5	11	0	4	7
FA13	35	31	211	48	54	109
SP14	38	25	177	44	43	90
Totals			399	92	101	206

FOCUS

The FOCUS program, which is in its seventh year, was designed to teach students with disabilities specific compensatory strategies and skill sets while increasing their academic confidence and desire to finish college. By identifying students who might require this specific type of support, FOCUS is able to play a significant role in the Office of Student Disability Services' efforts to increase university retention. In conjunction with other campus resources, students in the FOCUS program have a plan that is tailored to take into account the students' unique academic needs related to their disability in order to increase the level of individual success.

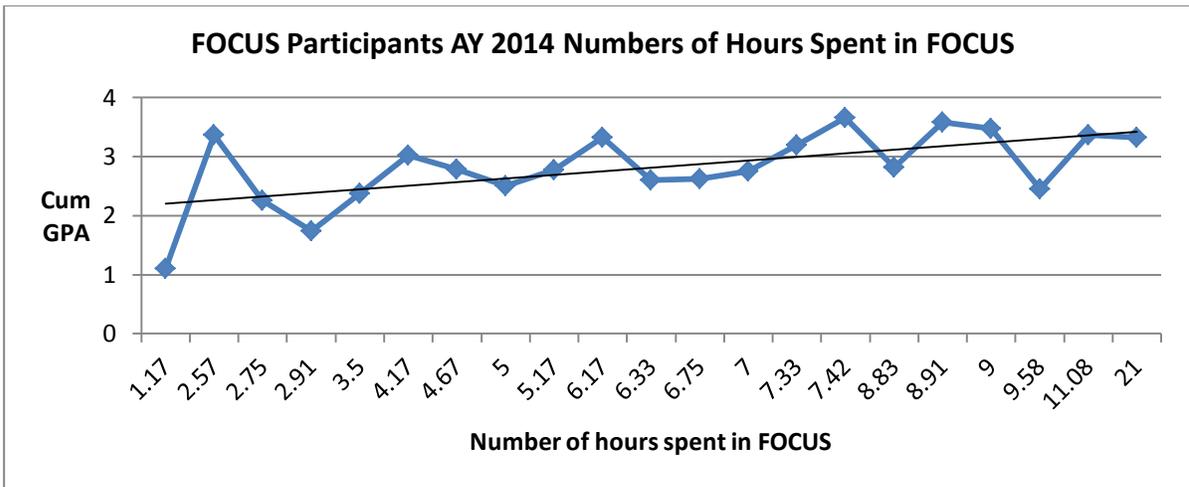
The Focus program also allows junior, senior, and graduate level EIU students the opportunity to gain experience in their chosen field of study by working as a FOCUS mentor. One graduate assistant from the School Psychology Program was assigned to run the program with three undergraduate student mentors for the fall and spring semesters. In addition to their knowledge of working with students with disabilities, they were trained to identify specific areas of deficit using disability documentation, student interview, and informal assessment of skills.

Using this information, they addressed academic needs in consideration of disability-related skill deficits. Some of the key components of the program include:

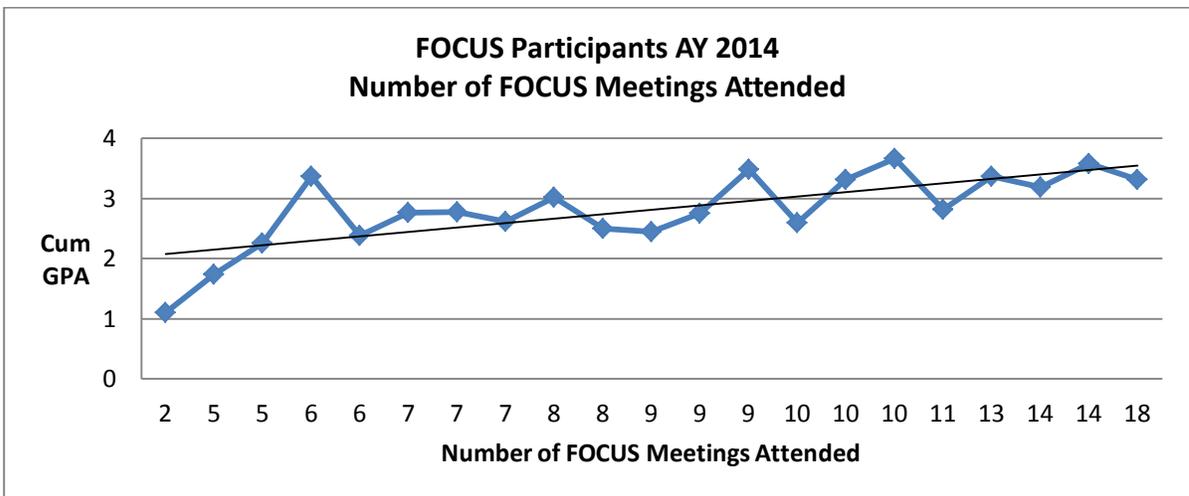
- Helping participants gain a better understanding of their disability and how it impacts them in an academic setting.
- Helping participants identify personal learning styles and how that impacts individual learning needs.
- Guiding development of critical thinking skills, such as analyzing information, applying it, and illustrating it.
- Reinforcing the use of designated accommodations.
- Helping students determine when to go to when experiencing various difficulties when they have questions.
- A thorough demonstration of PAWS, D2L, library webpage, adaptive software such as Kurzweil, Inspiration, and text-to-speech programs.
- Exposing them to specific methods of taking notes, studying for tests, reading assigned material, etc. (including the use of adaptive technology) using the students deficit areas as a reference point.
- Supporting their transition from the highly supported K-12 system to increased self-advocacy skills and independence within the university setting.

In AY14, there were a total of 49 participants in the FOCUS Program. Fifteen students participated both semesters. Ten students participated in fall only and nine students participated in spring only. The 49 FOCUS participants had the following disabilities: 35% learning disabilities; 15% Attention Deficit Hyperactivity Disorder; 41% multiple disabilities; 6% Autism Spectrum; and 3% hearing impaired. Students who had two or more of the following disabilities were included in the multiple issues category: learning disabilities, vision impairments, psychological disorders, and /or health conditions.

Typically, the more time students participate in the FOCUS Program, the better they do academically. Seven of the fifteen participants who attended FOCUS the entire year had cumulative GPA's of 3.0-4.0 at the end of the spring semester. Thirteen of the fifteen participants had a cumulative GPA of at least 2.0. The following chart represents the GPA's of the Spring FOCUS participants.



Students who attended more FOCUS meetings and who met with their mentor for more hours had higher GPA's (both semester and cumulative). Students who attended 9 or more meetings and also those who met with their mentor for 6 or more hours had significantly higher GPA's (both semester and cumulative) than those who did not. According to these data, experience within the college classroom setting alone did not have a significant impact on students' GPA and instead the students benefitted from the added help of having a mentor. The following chart represents the number of meetings FOCUS students attended in the Spring 2014 and their corresponding cumulative GPA's.



Since 2009, there have been numerous students who have received a higher level of assistance in adjusting to college life. Previously these students were supported by the disability specialist through a transition program. These students were chosen because, although they had the potential to do well at EIU, they were at great risk of failure without the proper support. During AY14, the OSDS further supported these students by utilization of the peer mentors to not only enrich their academic experiences, but to further their social skills. For AY15, an additional Redden grant has been submitted to further support these students who require a greater level of support in transitioning to the postsecondary level. With the expected increase of students registered with the OSDS who have the diagnosis within the Autism Spectrum, these students will be provided necessary transitional skills to better support a higher level of success.

FOCUS students are surveyed each semester to better understand their views before and after participating in FOCUS. Ninety-six percent stated that FOCUS truly has made a difference in how they feel about school, and 96% stated that FOCUS truly helped them improve their grades in school. One hundred percent stated that FOCUS truly helped raise their confidence regarding their ability to

succeed in college. Additionally, the students expressed an increased understanding of a variety of skills required to be successful at the college level.

Participants were also encouraged to submit a summary statement about the program. Some of the areas most commented on were that students:

- Understood more about how their disabilities impacted their learning and how to best compensate for academic weaknesses due to disability.
- Improved academic performance
- Felt comfortable getting support from people who understood their disability
- Increased understanding of their individual learning style (visual, auditory, tactile, and kinesthetic) and effective study strategies that best suit their individual learning styles.
- Better recognized academic strengths and weaknesses.
- Recommended FOCUS to others
- Increased understanding of best times and places to study.
- Learned how to track grades more efficiently and accurately.

Office of Testing and Evaluation

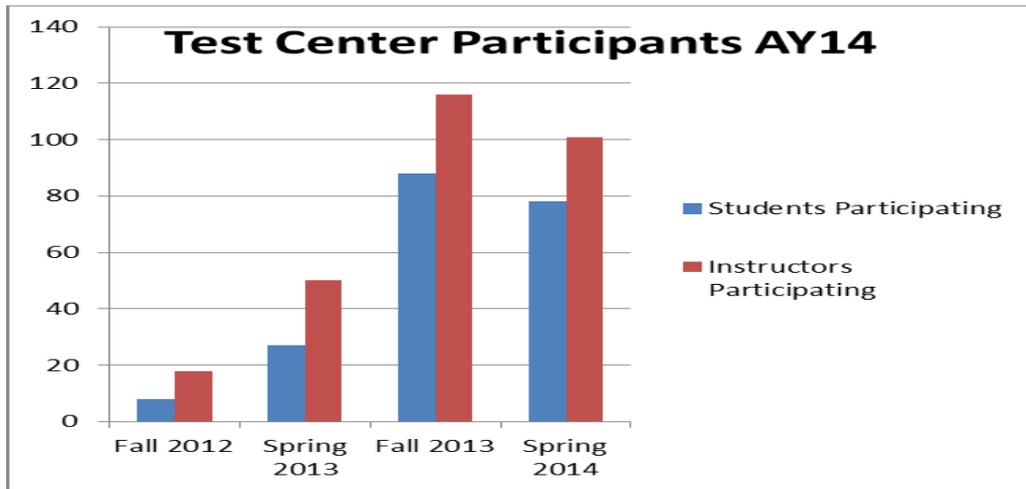
The Office of Testing & Evaluation supports the educational mission of the University by providing high quality testing, exam scoring, evaluation and survey services for faculty, students, and staff. In addition, the Office of Testing & Evaluation provides testing services to the local community. Services for all constituents are provided in a professional, secure and accessible environment that supports academic success.

OTE has established the following goals for this for this academic year:

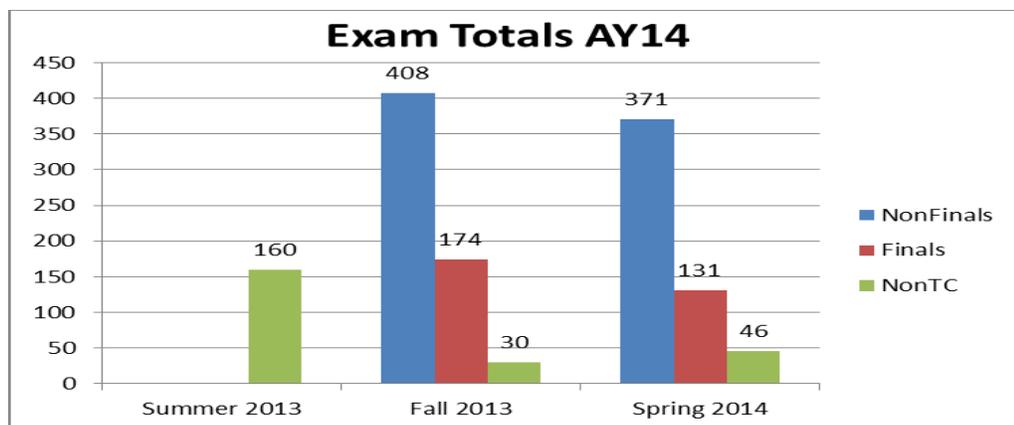
- Maintain a positive and productive environment for faculty, staff and students
- Provide timely, accurate scanning of exams, evaluations and surveys
- Fully implement the Testing Accommodation Center
- Provide service to the University and community
- Engage in professional development activities

OTE has met these goals by providing the following services/activities:

- This year saw the first full year of the Testing Accommodation Center. The Center provides accommodations for students who are registered with the Office of Student Disability Services and receive testing accommodations as part of their services. In Fall, 2013, 88 students (approximately 61% of eligible students) and 116 instructors used the Test Center; in Spring, 2014, 78 students (approximately 54% of eligible students) and 101 faculty members utilized the Test Center. For AY14, this represents 114 different students since some, but not all, students received accommodations both semesters.

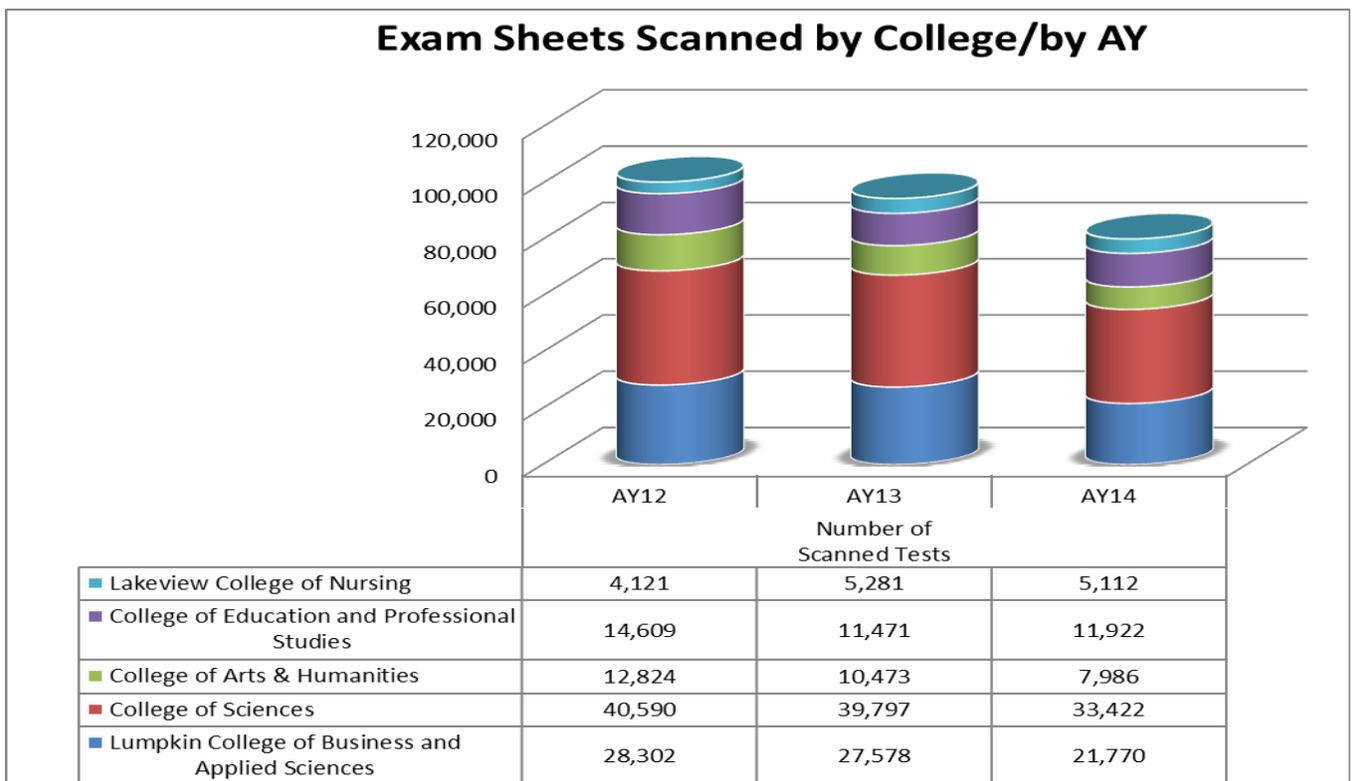


- The Test Center administered 1084 exams (305 during fall/spring finals) during AY14. The graph below shows totals by semester.



- OTE was awarded four (4) Redden Grants totaling \$2,750 for use in supporting the Test Center. These funds were used to hire proctors and to purchase Text-Aloud screen reader software and start-up supplies.
- 13 copies of Text-Aloud screen reading software were purchased at a cost of \$57.50 each.
- 70 hours of proctoring hired at a cost of \$875 (will use additional hours this summer).
- Misc. start-up supplies such as timers, shredder, flash drives, paper, etc were purchased for a cost of \$500.
- OTE was provided funding in the amount of \$9,407.25 to hire a Temporary-Extra Help person (Kristy Warman) for the year to assist the Chief Clerk (Shannon Storm) with proctoring and other tasks. This funding allowed Kristy to work a total of 900 hours over the course of the Fall and Spring semesters.
- A survey was conducted of faculty and students currently utilizing the Test Center. Overwhelmingly (94.5%) of the students plan on continuing to use the service next year. (The remaining 5.5% indicated they were either graduating, student teaching, etc. and therefore would not be on campus.) 100% of the faculty that responded strongly agreed that they were satisfied with the services, that it is user-friendly, and will use again.

- The Test Center has started administering the ACT Special Testing exam to EIU students requiring testing accommodations. This exam is for students whose documented disabilities require accommodations that cannot be provided by a standard testing site (in this case Charleston or Mattoon). This exam is different than the ACT Residual we have always offered in that it is only available within a 3-week window of the National test date, has a writing component, and scores are NOT limited only to EIU. Spring semester 1 ACT Special was administered and 2 more will be administered in June.
- 236 additional exams were also administered by OTE during this AY (the number in parentheses indicates a change from the previous year). They included: 183 Math Placement (+16), 13 ACT Residual (-10); 15 CLEP (-6); 8 DSST (-8).
- OTE provided proctoring services to 7 non-EIU students, administering a total of 16 exams.
- OTE administered the National Strength and Conditioning Association Certified Personal Trainer certification (NSCA-Certified Personal Trainer) exam for the first time this year for EIU students majoring in KSS (25 students).
- OTE continued providing scanning services for Academic Challenge (928 sheets).
- OTE continued to administer promotional exams for the City of Charleston Police Department.
- OTE created a total of 48 surveys: Surveys were created, scanned, and results generated for various search committees, Academic Advising, Philosophy Department, CDS, School of Business, Athletics, College of Ed graduate programs, College of Ed Common Core, Booth Library Patron Satisfaction, SIHL, College of Nursing, and SPE.
- A total of 80,212 exam sheets were scanned, down from 94,600 from AY13. Below is a chart showing the total exam sheets scanned *by college* for AY12-AY14 .

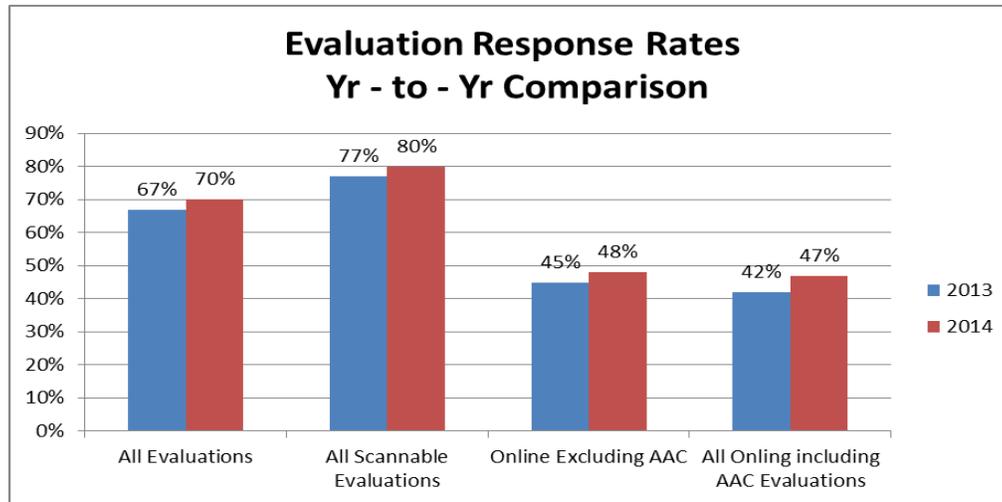


- Gateway and GST 1000 students utilized the Nelson Denny. A total of 379 sheets were scored.
- OTE processed 58,008 faculty evaluations, a decrease of 3,782 or 6% from the previous year. The following chart shows the number of evaluations processed as well as the response rate by type of administration.

All Evaluations		All SCANNABLE Evaluations	Online excluding AAC		All Online including AAC Evaluations
Total # of administrations*	3,964	2,907	Total # of Sections	1,037	1,057
Actual Roster Counts**	82,045	59,084	Actual Roster Counts**	21,666	22,961
Total forms scored	58,008	47,089	Total Replies	10,460	10,919
Response rate	70%	80%	Response Rate	48%	47%

*Includes single course evaluations as well as combined sections (ie. MUS, ART, BIO often combine small sections into one evaluation administration for one instructor).

** Total Forms Created and Total Audience numbers have been changed to Reflect Actual Roster Counts since we can now capture that information.



- OTE is working with ITS to develop a barcode tracking system for use with paper-based evaluations. This system should be ready for a trial run this summer. If it proves successful, we will move to full implementation fall semester. Once this is fully implemented, we will continue to work with ITS to allow barcode tracking of faculty exams.

Staff development activities include:

- The Director taught a section of EIU 1111 with a peer leader.
- The Director served on UFAC.
- The Director attended the following on-campus workshops/trainings: “Owning the EIU Experience,” “FMLA Training for Supervisors,” and Electronic Records Training.
- The Director served as an NCA Ambassador.
- The Director chaired the search committee for Director of Academic Advising.
- The Director participated in “Forty is the New Eighty” evaluation webinar.

- Wendy Long, Carrie Gossett, and Jennifer Smith all completed 3 Class Climate webinars: “Advanced Topics in Class Climate The Report Creator(s)”; “Advanced Topics in Class Climate Implementing Statistical Functionality”; and Advanced Topics in Class Climate Implementing Module Surveys.”
- Carrie Gossett participated in 3 additional Class Climate webinars: “Strategies for Improving the Course Evaluation”, “Painless Course Evaluations with Class Climate”, and “Advanced Topics in Class Climate New Features v6.0”.
- Carrie Gossett completed a successful desk audit and was upgraded from an Operations Support Service Specialist II (OSSS II) to an OSSS III.
- Carrie Gossett continues to work with CATS and ITS to further develop options for Class Climate Reporting.
- All staff members completed the University-mandated Ethics Training and Sexual Harassment and Discrimination Prevention trainings.

The Office of Testing and Evaluation has had a busy year this year with implementation of the Test Accommodation Center. As a department, we look forward to changes in the coming year. Some of our goals for the upcoming year are:

- Implement additional reporting options using Class Climate for faculty evaluations.
- Implement a bar code tracking system for evaluations and exams.
- Explore the possibility of becoming a Pearson Vue Test Center in order to administer the various teacher certification exams.

Student Success Center

The Student Success Center and its Director have established the following on-going goals:

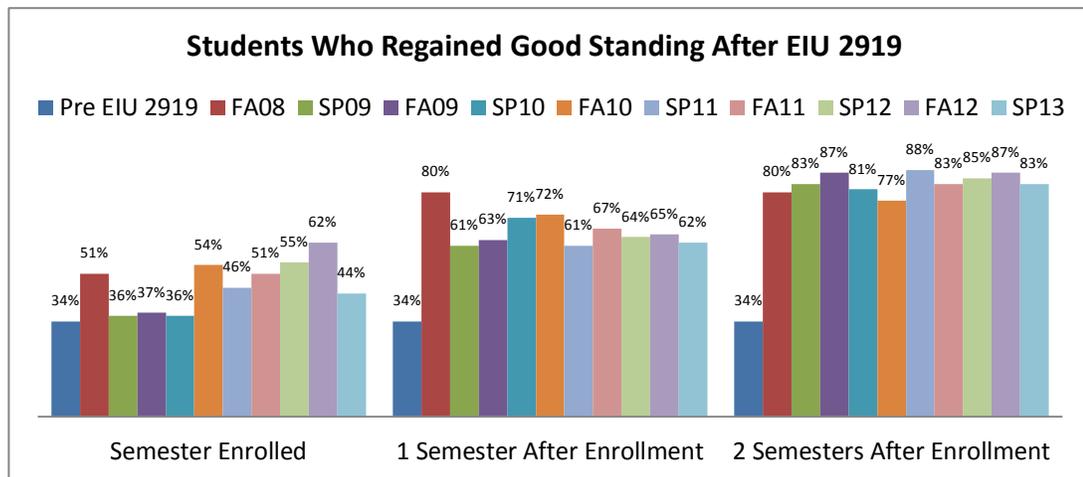
- Provide individual learning strategy instruction, ongoing support and referral services for students seeking to improve their learning skills.
- Develop, support, and help implement university-wide learning initiatives, especially in the areas involving retention, at-risk student populations, and students on warning.
- Conduct outreach efforts to enhance the learning environment, including student workshops, classroom visits, presentations in university housing, and staff information sessions.
- Teach EIU 1111: University Foundations.
- Provide and maintain a virtual presence through the website and other technology with links to tutoring and other student support services.
- Collaborate with other University offices and events.
- Serve on university committees that promote student success and retention.
- Engage in professional development activities.
- Oversee SIHL and Reinstated Student Programs.

These goals were met by the Director, the Assistant Director, and the five graduate students in the SSC in the following ways:

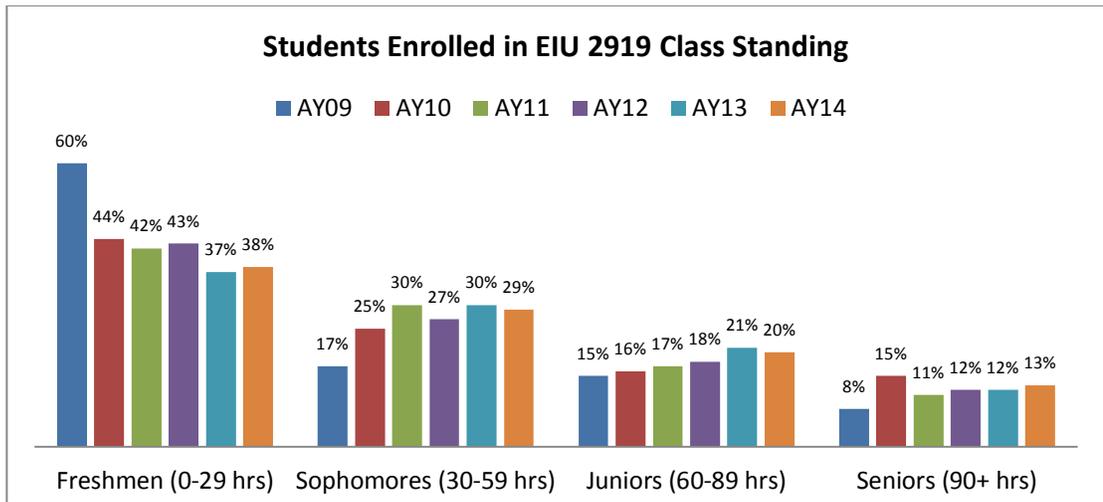
- SSC staff consulted with 672 students (Reinstated students 75; EIU 2919 401; Referrals 139, SIHL 57), which is an increase of 21 students from AY13.
- There were 1865 total appointments (42 more appointments than AY13).
- Graduate assistants and interns were trained on providing SSC services. A total of 5 GAs and 3 interns worked in the SSC AY14.

- SSC conducted 36 (1 fewer workshops than AY13) workshops and classroom presentations and presented to 1440 students +76 students from AY13). Ninety-five percent of students rated the workshops as good or excellent.
- Presentations were conducted for academic classrooms like EIU 1111, Veterans Relations, commuter students, ROTC, sororities and fraternities, athletics, Prowl, Housing, TRiO, and transfer relations.
- Each semester the SSC gathers tutoring schedules from the departments and creates a centralized tutoring schedule on its web site. The SSC facebook page was also updated, and the Assistant Director created a twitter account for the SSC.
- Nineteen sections of EIU 2919 were offered in AY14: 6 in fall and 13 in spring with one on-line section each semester. A total of 502 students were identified as needing EIU 2919 (21 fewer students than AY13), and 401 (80%, a decrease of 2% from the previous year) enrolled in AY14. A total of 101 students did not return to EIU after being placed on warning.
- Because students cannot be automatically enrolled into EIU 2919, the Director enrolls students who have not enrolled themselves; she collaborated with the Registrar for this notification and placement of students.
- The evaluations for EIU 2919 continue to be extremely positive with the percentages of all questions above 75% with the combined agree and strongly agree categories. The full report is available as Appendix O.

Prior to the required EIU 2919 course, only 34% of students ever regained good standing after going on academic warning. The following chart shows students' academic standing following completion of EIU 2919:

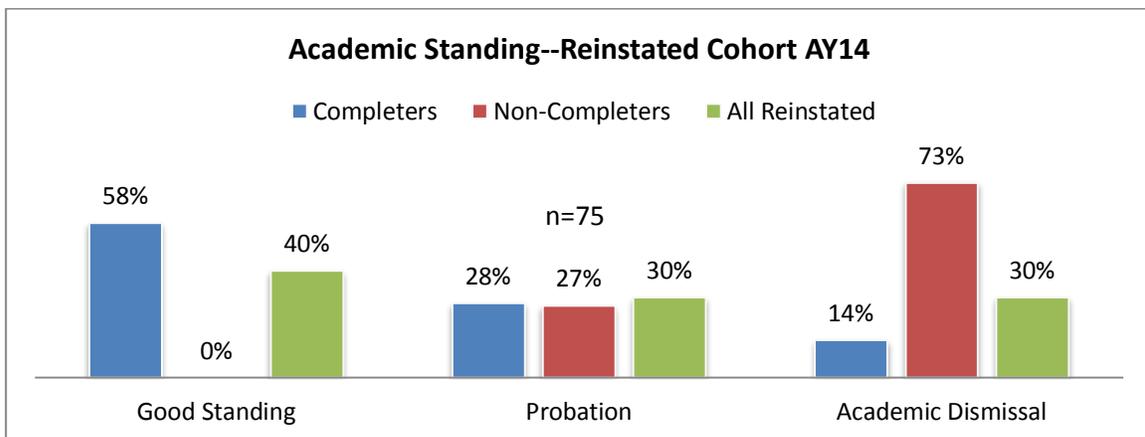


While more freshmen are required to take EIU 2919 than other levels, all level of class standing are represented in the course.

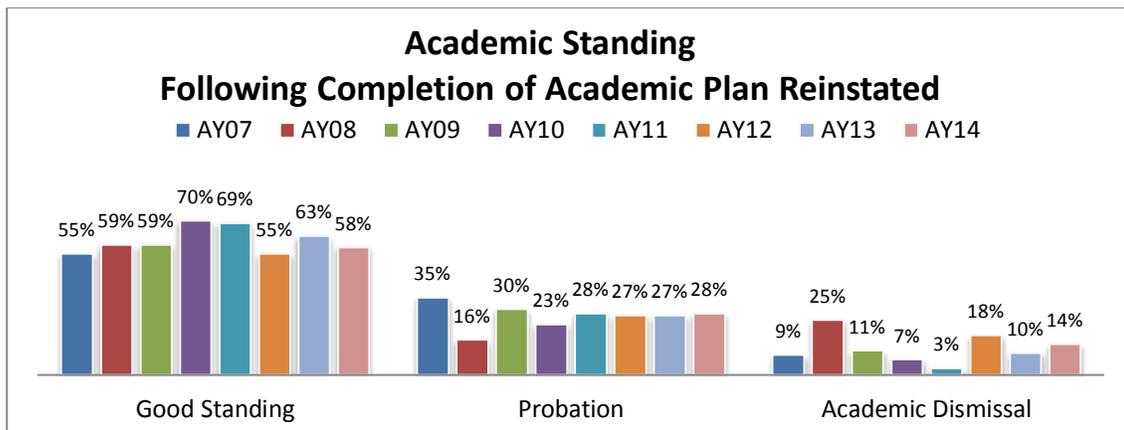


- In AY14, 75 students were reinstated to the University following dismissal 9% increase from AY13); of these individuals, 53 students developed and completed their academic plan for a 71% completion rate.

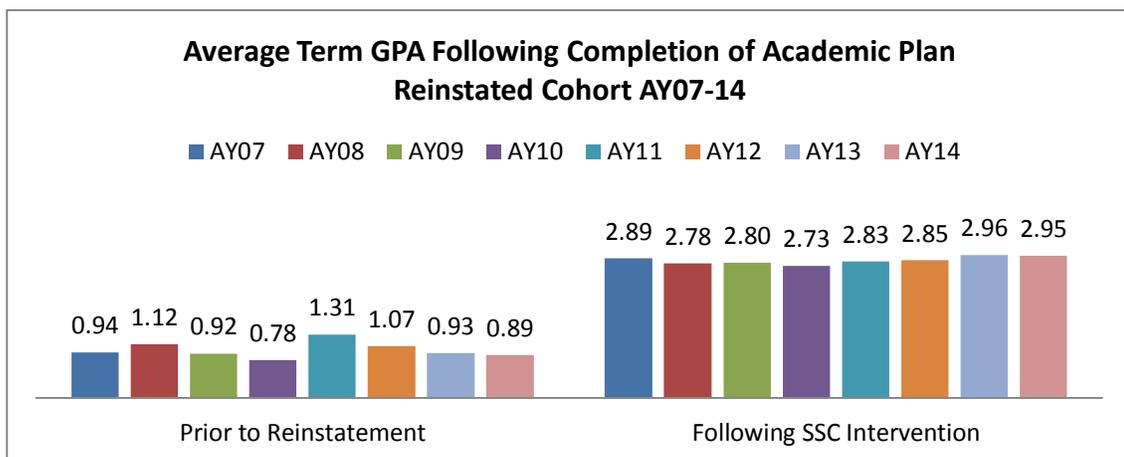
The following chart shows the academic standing of students re-admitted to the University for AY14. Many students who are reinstated to the university have extremely low GPAs upon reinstatement which makes it difficult to regain good standing in one semester. The number of students who achieved good standing in one semester speaks to the strength and success of the program. The students who chose not to contact the Student Success Center or complete their academic plan did not fare as well; 73% were academically dismissed for a second time.



As illustrated above, students who complete the academic plan developed for them by the SSC can regain good standing, but it is very unlikely that students will gain academic good standing on their own. The chart below provides the academic standing for these students over the last eight academic years.



The table that follows depicts the average gpa for students upon completion or non-completion of their academic plan following re-admission.



Additional information on reinstated students is available in Appendix P.

- Students were referred to the Counseling Center, Career Services, Disability Services, Health Services, TRiO, Financial Aid, Minority Affairs, Writing Center, Reading Center, and Academic Advising.
- Students were referred to the SSC by: faculty, self, Academic Advising Center, EAS, fraternities and sororities, Student Disability Services, Gateway, the midterm e-mail, EWP low ratings email, the VPAA's office, TRiO, Athletics, other students, Records Office, UF instructors, OTE, the Counseling Center, and Housing.
- The Director taught EIU 1111 and participated in the University Foundations Advisory Committee; the Assistant Director also co-taught a section.
- SSC staff gave presentations to EIU 1111 classes, participated in freshman orientation at the Panther Fair, gave a presentation to Debut Leaders, participated in RA and Gateway training, and served as a resource for other offices.
- The Director participated in the parent panel conducted by Jose Rosa on what parents are looking for in a college selection.
- The Coalition of Support Services did not meet this year. The Director worked on a report to track cohorts and retention by usage of services.

- The Director serves on CORE, the CSA Days Committee, NCAA APR Improvement Plan Committee, the Graduate School Financial Literacy Committee, UFAC, criterion 5 of the Self-Study, and was a thesis committee member.
- The Assistant Director served on the COSPA Scholarship Committee and the search committee for the Assistant Director of Student Disability Services. He also was a facilitator for EIU Reads, attended D2L training, the NASPA national conference, Tutor.com webinar, and participated in Sigma Phi Epsilon's Balanced Man Program.
- The SSC bought software to provide electronic grade checks for the SIHL.
- The SSC hosted an open house for at-risk students identified by the Retention Predictor Model.
- SIHL and the Early Alert System have been discussed in the collaboration section of this report.

The Center for Academic Support and Assessment and its units are proud of their work serving Eastern's students and faculty. We believe that the academic services we provide contribute to the University's goal of being first choice/best in class.

**Appendix A: Midterm Grade Report
October 2013**

	FA13	Difference Previous Fall	FA12	Difference Previous Fall	FA11
# Emails Sent	2250	-152	2402	+176	2226
# Grades Given	3459	-254	3713	+535	3178

Note: percentages for this chart and the ones that follow are based on the number of students each semester that received midterm grades.

Number of Emails Sent by Student Level

	FA13	Difference Previous Fall	FA12	Difference Previous Fall	FA11
Freshmen	900 (40%)	+13	887 (37%)	+7	880 (40%)
Sophomores	550 (24%)	-109	659 (27%)	+56	603 (27%)
Juniors	466 (21%)	-51	517 (22%)	+46	471 (21%)
Seniors	321 (14%)	-10	331 (14%)	+62	269 (12%)
Graduates	9 (<1%)	+7	2 (<1%)	+1	1 (<1%)
Post- Baccalaureates	4 (<1%)	-2	6 (<1%)	+4	2 (<1%)

Student Type (Native/Transfer) of Students Receiving Midterm Emails

	FA13	Difference Previous Fall	FA12	Difference Previous Fall	FA11
Native	1554 (69%)	-77	1631 (68%)	+106	1525 (69%)
Transfer	680 (30%)	-79	759 (32%)	+64	695 (31%)
Not Designated	16 (1%)	+4	12 (<1%)	+7	5 (<1%)

Number of Grades Submitted by Type

	FA13	Difference Previous Fall	FA12	Difference Previous Fall	FA11
D	1548 (45%)	-139	1687 (45%)	+330	1357 (43%)
F	1452 (42%)	-134	1586 (43%)	+180	1406 (44%)
NC	244 (7%)	+39	205 (6%)	-1	204 (6%)
NF	68 (2%)	-8	76 (2%)	+48	28 (1%)
RD	17 (<1%)	-8	25 (1%)	+12	13 (<1%)
RF	20 (1%)	-15	35 (1%)	-3	32 (1%)
XD	36 (1%)	+1	35 (1%)	-29	64 (2%)
XF	72 (2%)	+21	51 (1%)	-17	68 (2%)
XNC	2 (<1%)	-11	13 (<1%)	+7	6 (<1%)

Gender of Students Receiving Midterm Emails

	FA13	Difference Previous Fall	FA12	Difference Previous Fall	FA11
Female	1151 (51%)	-67	1218 (51%)	+65	1153 (52%)
Male	1099 (49%)	-85	1184 (49%)	+111	1073 (48%)

Ethnicity of Students Receiving Midterm Emails

	FA13	Difference Previous Fall	FA12	Difference Previous Fall	FA11
American Indian/Alaskan Native	12 (1%)	-1	13 (1%)	-1	14 (1%)
Asian/Pacific Islander	28 (1%)	-7	35 (1%)	+5	30 (1%)
Black, Non- Hispanic	719 (32%)	+19	700 (29%)	+95	605 (27%)
Hispanic	143 (6%)	+21	122 (5%)	+1	121 (5%)
White, Non- Hispanic	1217 (54%)	209	1426 (59%)	+103	1323 (59%)
Unknown	131 (6%)	+25	106 (4%)	-28	134 (6%)

Number of Grades Received by Students

	FA13	Difference Previous Fall	FA12	Difference Previous Fall	FA11
1 Grade	1405 (62%)	-96	1501 (62%)	-48	1549 (70%)
2 Grades	557 (25%)	-38	595 (25%)	+122	473 (21%)
3 Grades	222 (10%)	+6	216 (9%)	+67	149 (7%)
4 Grades	59 (3%)	-12	71 (3%)	+20	51 (2%)
5 Grades	9 (<1%)	-8	17 (<1%)	+10	7 (<1%)
6 Grades	0	-1	1 (<1%)	+1	0
7 grades	0	-1	1 (<1%)	+1	

FA13 Grades Submitted by Department & Level

Department	1000 Level	2000 Level	3000 Level	4000 Level
ACC			3	6
AET	12	14		
AFR	23	12		
ANT		57		
ART	12	68	1	
BIO	176	146	6	11
BGS				1
BUS	115	84	69	
CDS	21			
CHM	128	49		
CMN	39	75	8	5
CTE	3			
ECN		58		
EDF		7		
EDP				
EDU		10		
EIU	52	41		10
ELE		6		
ENG	204	16	8	
ESC	111	9	4	
FCS	32	75	14	8
FLF, FLG, FLS, FLX	81	16		
GEG	53		2	
GEL	22	1	4	
GST	3			
HIC		8		
HIS	39	25		1
HST	10	5		3
JOU		5		
KSS	22	61	22	5
MAT	444	162	1	
MGT				5
MUS	6	100	4	
OPD				7
PHI	51	11		
PLS	64	40	16	1
PSY	67	30	26	
REC			5	
RLS	6			
SED		2		
SOC	71	99	2	9
SPE		5		
THA		9		
WST		19		
TOTALS	1867 (54%)	1325 (38%)	195 (6%)	72 (2%)

Midterm Grade Report Spring 2014

	Total SP14 Undergrad Enrollment	SP14	Difference Previous Spring	SP13	Difference Previous Spring	SP12
# Emails Sent	7515	1775	-157	1932	-308	2240
# Grades Given		2562	-321	2884	-561	3445

Note: percentages for this chart and the ones that follow are based on the number of students each semester that received midterm grades.

Number of Emails Sent by Student Level

	SP14 Total Enrollment	SP14	Difference Previous Spring	SP13	Difference Previous Spring	SP12
Freshmen	1308 (17%)	551 (31%)	+38	513 (27%)	-166	679 (30%)
Sophomores	1351 (18%)	386 (22%)	-172	558 (29%)	-84	642 (29%)
Juniors	1949 (26%)	466 (26%)	-1	467 (24%)	-68	535 (24%)
Seniors	2858 (38%)	366 (21%)	-14	380 (20%)	+2	378 (17%)
Graduates	NA	2 (<1%)	-2	4 (<1%)	+1	3 (<1%)
Post-Baccalaureates	36 (<1%)	4 (<1%)	-5	9 (1%)	+6	3 (<1%)

Student Type (Native/Transfer) of Students Receiving Midterm Emails

	Total SP14 Enrollment	SP14	Difference Previous Spring	SP13	Difference Previous Spring	SP12
Native	4445 (59%)	1217 (69%)	-98	1315 (68%)	-242	1557 (70%)
Transfer	3055 (41%)	549 (31%)	-57	606 (31%)	-69	675 (30%)
Not Designated	15 (<1%)	8 (<1%)	-3	11 (1%)	+3	8 (<1%)

Number of Grades Submitted by Type

	SP14	Difference Previous Spring	SP13	Difference Previous Spring	SP12
D	1074 (42%)	-233	1307 (45%)	-322	1629 (47%)
F	1068 (42%)	-97	1165 (40%)	-276	1441 (42%)
NC	202 (8%)	+14	188 (7%)	+8	180 (5%)
NF	66 (3%)	-4	70 (2%)	+42	28 (1%)
RD	36 (1%)	-3	39 (1%)	-8	47 (1%)
RF	55 (2%)	+1	54 (2%)	-2	56 (2%)
XD	21 (<1%)	+2	19 (1%)	0	19 (1%)
XF	36 (1%)	-1	37 (1%)	-6	43 (1%)
XNC	4 (<1%)	-1	5 (<1%)	+3	2 (<1%)

Gender of Students Receiving Midterm Emails

	Total SP14 Enrollment	SP14	Difference Previous Spring	SP13	Difference Previous Spring	SP12
Female	4480 (60%)	933 (53%)	-23	956 (49%)	-190	1146 (51%)
Male	3035 (40%)	842 (47%)	-134	976 (51%)	-255	1094 (49%)

Ethnicity of Students Receiving Midterm Emails

	Total SP14 Enrollment	SP14	Difference Previous Spring	SP13	Difference Previous Spring	SP12
American Indian/Alaskan Native	13 (<1%)	10 (<1%)	+4	6 (<1%)	-7	13 (1%)
Asian/Pacific Islander	73 (<1%)	25 (1%)	+2	23 (1%)	+7	16 (1%)
Black, Non-Hispanic	1328 (18%)	588 (33%)	-65	653 (34%)	-25	678 (30%)
Hispanic	375 (5%)	108 (6%)	-3	121 (6%)	+10	111 (5%)
White, Non-Hispanic	5290 (70%)	948 (53%)	-90	1038 (54%)	-285	1323 (59%)
International/Multiple/Unknown	436 (6%)	96 (5%)	+5	91 (5%)	-8	99 (4%)

Number of Grades Received by Students

	SP14	Difference Previous Spring	SP13	Difference Previous Spring	SP12
1 Grade	1223	-52	1275 (66%)	-137	1412 (63%)
2 Grades	383	-57	440 (23%)	-107	547 (24%)
3 Grades	116	-40	156 (8%)	-47	203 (9%)
4 Grades	41	-7	48 (2%)	-12	60 (3%)
5 Grades	12	+3	9 (1%)	-9	18 (1%)
6 Grades	0	-4	4 (<1%)	+4	0

SP14 Grades Submitted by Department & Level

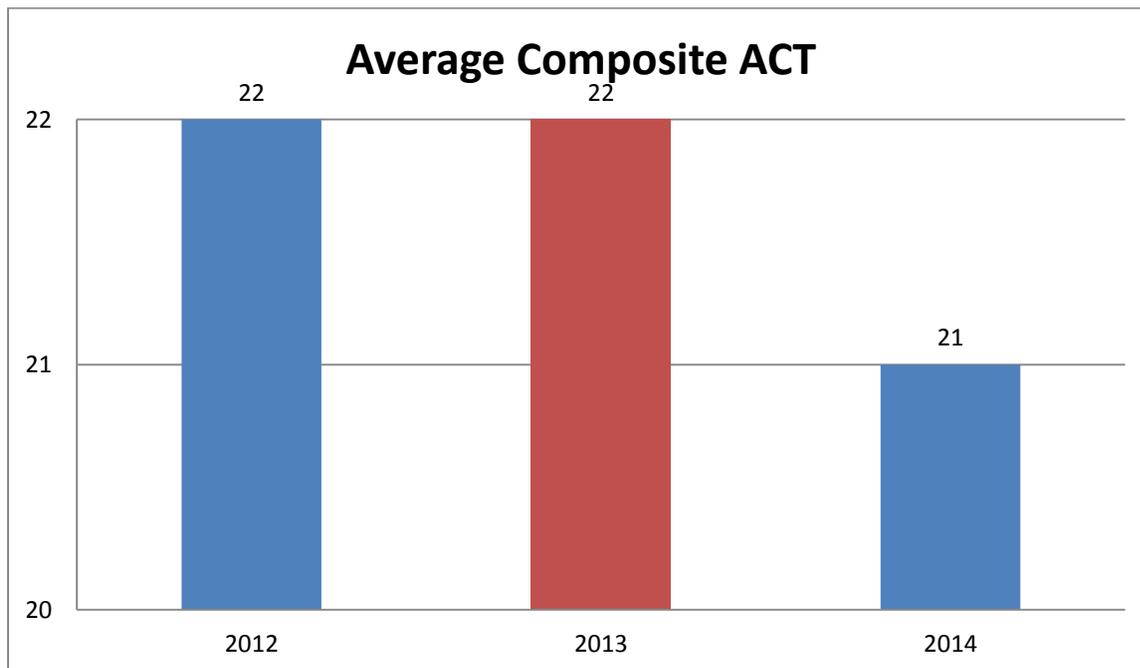
Department	1000 Level	2000 Level	3000 Level	4000 Level
ACC			4	5
AET	17	5	8	1
AFR	18	15		
ANT		32	4	
ART	9	46	3	1
BIO	114	167	14	1
BGS				1
BUS	111	50	23	
CDS		24		
CHM	106	54		1
CMN	43	87	2	
ECN		17		
EDF		2		
EDU		2		
EIU		96		10
ELE		4	1	
ENG	164	6	8	1
ENT			3	
ESC	43	17	2	
FCS	37	34	6	22
FLF, FLG, FLS, FLX	41			
GEG	46			
GEL	11	2	1	
HIS	63	11	4	
HST		18	1	1
JOU			3	
KSS	33	14	16	17
MAT	232	139	4	
MGT				19
MUS	3	40	6	
OPD				17
PHI	33			
PHY	38		4	
PLS	45	9		
PSY	2	22	57	6
RLS	6			
SED		4		
SOC	57	70		
SPE		2		
THA		20	4	
TOTALS	1272	1009	178	103
Total difference from previous spring	-140 1412	-172 1181	-23 201	+13 90

Summer Institute for Higher Learning 2014 Report

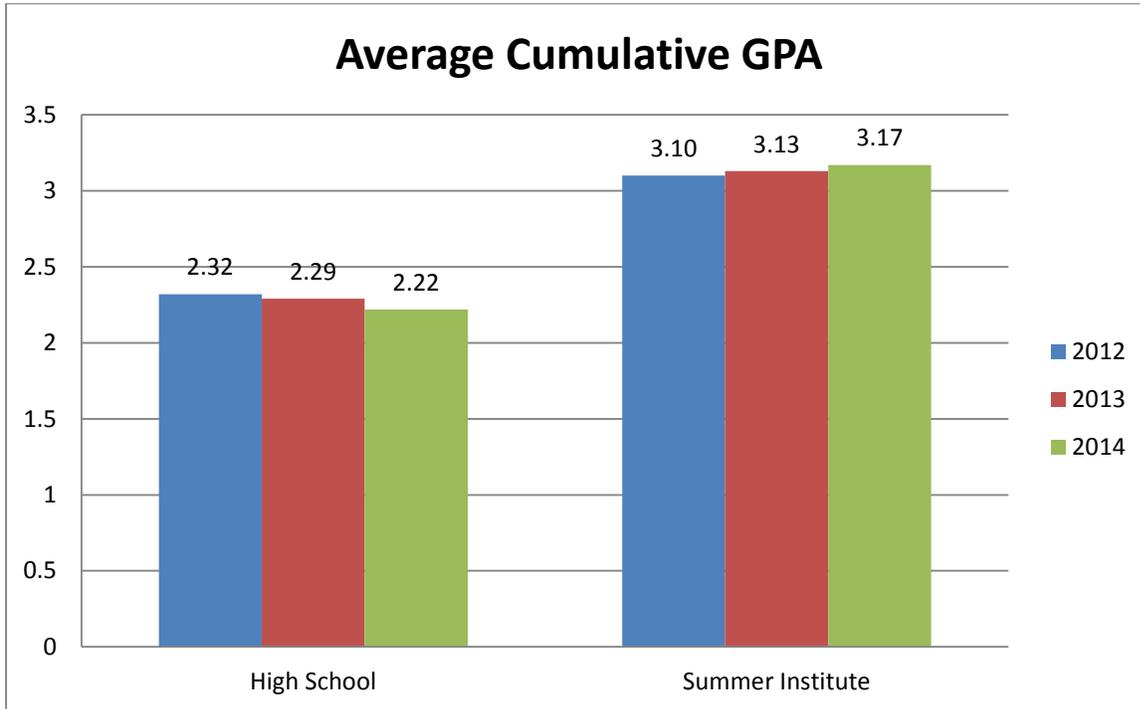
The Summer Institute for Higher Learning (SIHL) is a by-invitation program for students who do not meet the combined minimum high school GPA and ACT composite score requirement for regular admission to EIU. Students who successfully meet the requirements of the SIHL are admitted to the university for the upcoming fall term with the requirement of meeting with a Student Success Center staff member semi-monthly during the 2013-14 academic year. Minimum requirements for invitation to the SIHL include a 2.0-2.49 cumulative high school GPA on a four point scale and 20 or higher composite ACT score.

Three hundred and one students were invited to attend the 2014 Summer Institute, eighty-eight of whom completed online enrollment forms, and forty-eight of whom registered for orientation (debut) via MyEIU. All forty-eight who registered for orientation arrived on campus to attend the 2014 SIHL. Of the forty-eight that began the program, one was dismissed prior to the conclusion of the program for academic reasons. Forty-seven students completed all five weeks of the program. Forty-five students who finished the entire five-week program are eligible to return for the fall 2014 semester. Two students did not achieve at least a "C" in their English course and were not invited to return in the fall. Three other students received a "NC" for their English course but were able to obtain an "A" or "B" in their social/behavioral course and were invited to attend in the fall. One was invited to return because he did meet the regular admission requirements to the university while the other two were invited to return because of their obvious desires to be academically and socially successful shown by their initiative of seeking out support from faculty and staff. The two not invited did not show the same qualities.

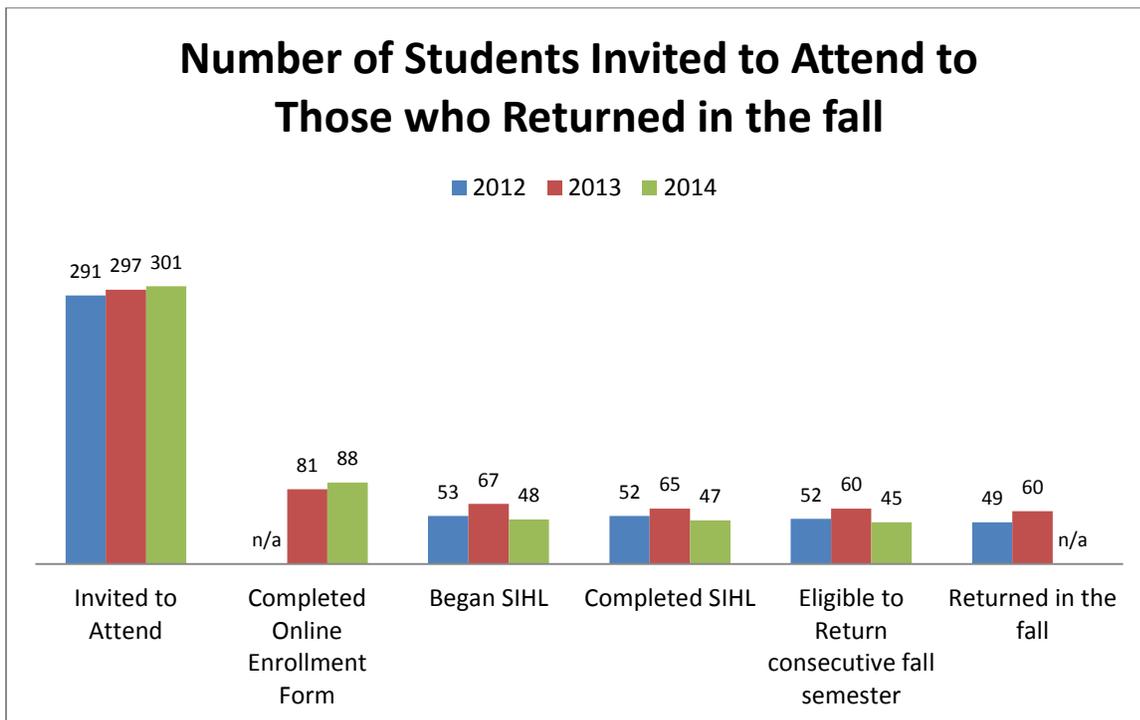
The following chart represents a comparison of the 2012, 2013 and 2014 cohorts' composite ACT scores.



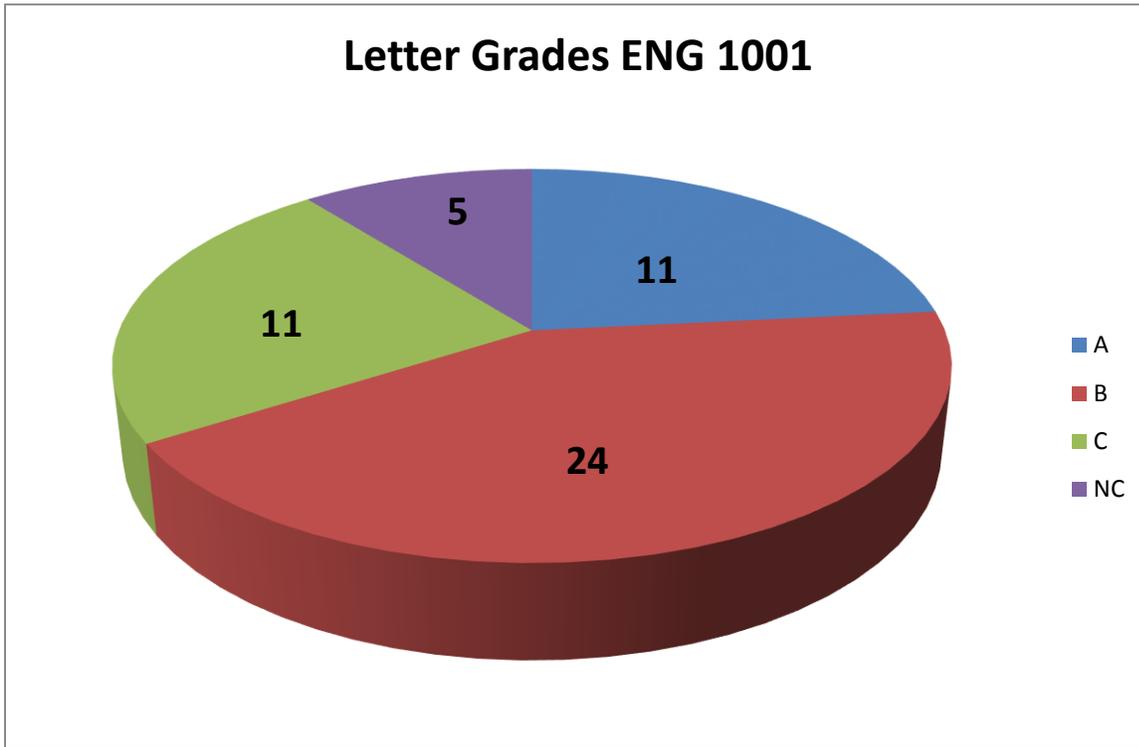
The following chart represents a comparison of the 2012, 2013, and 2014 SIHL cohorts' cumulative high school GPA and their SIHL cumulative GPA on a four point scale.



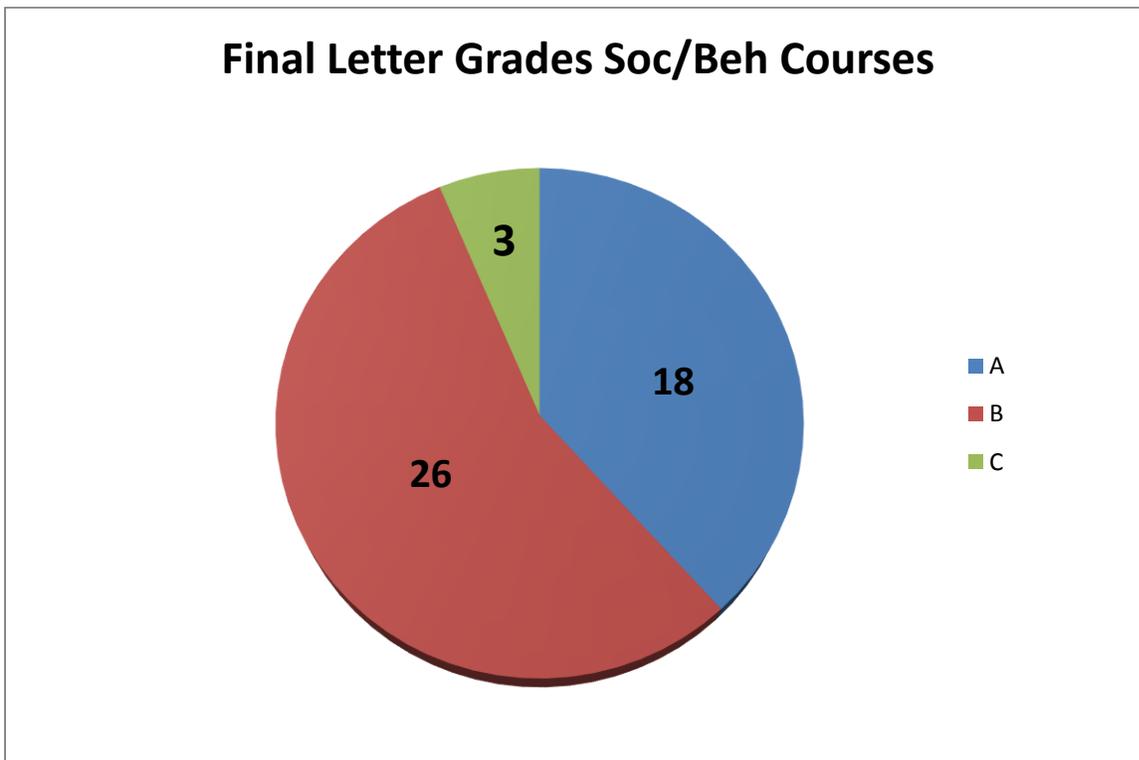
The following chart represents a comparison between the 2012, 2013, and 2014 cohorts of the number of students who were invited to attend to eligible to those who returned for the subsequent fall term.



The following chart represents final letter grades for ENG 1001G during the 2014 SIHL.



The following chart represents final letter grades in Social/Behavioral courses during the 2014 SIHL.



SIHL 2014 Format

During the SIHL students took six hours of general education courses that included the mandatory ENG 1001G course as well as either PLS 1153G, GEO 1100G, or SOC 1838G. Student schedules were structured to include mandatory study tables after each class. Students were grouped into learning cohorts of a maximum of eight, mentored by a current high-achieving student Peer Learning Assistant (PLA), and lived in a learning community amongst their peers, PLAs, and a graduate student from the Student Success Center. Mandatory seminars covering the student code of conduct, test-taking, note-taking, and study skills, career service resources, SMART goals and motivation, and time management occurred each Tuesday morning. Students were provided the opportunity to participate in out of the classroom activities, encouraged to independently engage faculty and other academic resources, and use academic skills modeled by PLAs and learned in seminar. Students were provided workshops detailing relevant aspects of Booth Library and its services. Students participated in weekly community service projects including one off-campus project coordinated by the Student Community Service office as well as a cross-curricular research and presentation assignment within their social/behavioral course.

Below is the schedule for a typical week.

Typical Weekly Schedule								
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
730								
800	Breakfast 8:00-8:50							
830	Breakfast 8:00-8:50							
900	Morning Study Table 9:00-9:50	Seminar	Morning Study Table 9:00-9:50					
930	Morning Study Table 9:00-9:50							
1000	Social-Behavioral Course 10:00-11:45					Encouraged Study Time		
1030	Social-Behavioral Course 10:00-11:45					Encouraged Study Time		
1100	Social-Behavioral Course 10:00-11:45					Encouraged Study Time		
1130	Social-Behavioral Course 10:00-11:45					Encouraged Study Time		
1200	Lunch Noon-1:00							
1230	Lunch Noon-1:00							
1300	Free - Visit campus resources; encouraged study time: 1:00-1:45p					Optional Activity		
1330	Free - Visit campus resources; encouraged study time: 1:00-1:45p					Optional Activity		
1400	Free - Visit campus resources; encouraged study time: 1:00-1:45p					Optional Activity		
1430	Free - Visit campus resources; encouraged study time: 1:00-1:45p					Optional Activity		
1500	Free - Visit campus resources; encouraged study time: 1:00-1:45p					Optional Activity		
1530	English 1001: 1:45-3:50p							
1600	English 1001: 1:45-3:50p							
1630	English 1001: 1:45-3:50p							
1700	English 1001: 1:45-3:50p							
1730	English 1001: 1:45-3:50p							
1800	English 1001: 1:45-3:50p						Team Meeting	
1830	English 1001: 1:45-3:50p						Team Meeting	
1900	Free: 3:50-7:30p - (Dinner in Dining Halls 6:00-7:00p)							
1930	Free: 3:50-7:30p - (Dinner in Dining Halls 6:00-7:00p)							
2000	Evening Study Table 7:30-9:00p						Encouraged Study Time	
2030	Evening Study Table 7:30-9:00p						Encouraged Study Time	
2100		Optional Activity		Optional Activity				
2130		Optional Activity		Optional Activity				
2200								
2230								
2300								
2330								
2400								
2430								
100								

Program Goals

The SIHL had identified eight program goals for 2014. The Summer Institute for Higher Learning 2014:

1. Will ease the transition process for attending students.
2. Help students develop a connection to EIU and faculty.
3. Help students develop a sense of personal responsibility.
4. Provide a network of support for attending students.

5. Help students develop proper academic skills.
6. Help students gain knowledge of campus and campus resources.
7. Students will obtain an average cumulative GPA of 3.0.
8. Foster motivation within students to succeed and graduate from Eastern Illinois University.

These goals are correlated to student post-program evaluations in the post-program evaluation section.

Pre-program questionnaire

Students were asked to fill out both a pre-program questionnaire as well as a post-program evaluation. Questions displayed in the tables below were presented in a five-point Likert scale from strongly disagree (1) to strongly agree (5). Students were also asked to provide comments for open-ended questions. The results are as follows.

Question	%agree/strongly agree	Mean	Median	Std. Deviation
I am confident in my ability to succeed academically at EIU.	100%	4.78	5	.42
I am motivated to achieve a high level GPA (3.0+) each semester for the duration of my college career.	96%	4.71	5	.55
I plan on attending all classes during the SIHL.	100%	4.84	5	.37
I am willing to study 2-3 hours outside of class for every hour spent in the classroom.	91%	4.44	5	.66
I am motivated to graduate from EIU.	98%	4.87	5	.40

*45 participants

Students were also asked to provide comments to the following question: *The hardest thing about getting good grades in high school was:* Their responses are summarized with the following:

- Lack of study and test taking skills
- Poor time management
- Lack of motivation to do well
- Not attending class
- Lack of organizational skills

Post-program evaluation

Question	%agree/strongly agree	Mean	Median	Std. Deviation
I am confident in my ability to succeed academically at EIU.	98%	4.67	5	.52
I am motivated to achieve a high level GPA (3.0+) each semester for the duration of my college career.	100%	4.67	5	.47
I am willing to study 2-3 hours outside of class for every hour spent in the classroom.	79%	4.07	4	.83
I am motivated to graduate from EIU.	98%	4.90	5	.37
I will use academic skills presented during the SIHL during my career at EIU.	100%	4.72	5	.45
I will continue to manage my time as modeled during the SIHL.	100%	4.60	5	.50

I enjoyed my courses during the SIHL.	95%	4.43	4	.59
My faculty engaged me in the learning process.	98%	4.59	5	.55
I know where to receive help with academics at EIU.	95%	4.47	5	.67
I will use academic support resources available at EIU during my career at EIU.	100%	4.58	5	.50
I developed meaningful relationships with my professors.	81%	4.33	5	.78
I developed meaningful relationships with SIHL staff.	85%	4.40	5	.73
Peer Learning Assistants were knowledgeable	93%	4.47	5	.63
Peer Learning Assistants were helpful.	83%	4.34	4	.66
I had support from the EIU faculty and staff during the SIHL	98%	4.61	5	.54
Tuesday seminars were beneficial in assisting my transition to EIU.	51%	3.46	4	1.07
I plan on being involved in university sponsored out of the classroom activities during the fall 2014 semester.	90%	4.44	5	.67
I am confident in my ability to find information and contact information of RSO's and other EIU organizations.	85%	4.20	4	.75
I am satisfied with evening and weekend activities available during the SIHL.	83%	4.17	4	.86
I plan on returning to EIU for the fall 2014 semester.	98%	4.83	5	.44
I am excited to return to EIU for the fall 2014 semester.	98%	4.80	5	.46
I am satisfied with my experience during the SIHL.	100%	4.76	5	.43
I would recommend a friend attend EIU.	100%	4.78	5	.42
I would recommend a friend attend the SIHL.	98%	4.71	5	.51
I would be interested in being a PLA in a future SIHL.	66%	3.76	4	1.34

*43 participants

Students were also asked to provide comments to the following questions.

Q: The hardest thing about getting good grades in the SIHL was:

- Difficulty of coursework
- Avoiding previously used poor academic habits
- Not getting enough sleep
- Procrastination
- Balancing social life and academics

Q: My most beneficial experience during the SIHL was:

- Study tables
- Becoming a responsible student
- Gaining campus familiarity prior to the fall
- Learning organization and study skills
- Study groups
- Learning where and how to do research
- The Writing Center and getting help with essays
- The professors

Q: My most enjoyable experience during the SIHL was:

- Living on campus
- Meeting other students, faculty, and staff
- The classes
- Being independent
- The evening and weekend activities
- Doubling my HS GPA

Q: Something I wish would have been made available to me during the SIHL is:

- Longer dining hall hours
- More outside activities
- More free time
- Longer Writing Center hours
- More study time
- Later library hours

Q: Suggestions I have for future SIHLs are:

- Recommend students bring athletic equipment
- Recommend a business casual outfit for presentations
- Earlier evening study tables

Faculty Evaluations

Faculty from the 2014 SIHL were asked to complete a program evaluation geared at improving future SIHLs for students, faculty, and staff. Two of seven faculty members responded with a completed evaluation. Topics considered include communication prior to and during the program, experiences with Peer Learning Assistants, student schedules, improving the academic experience for students, and general improvements for the program. Below, faculty comments are summarized.

Q1: Are you satisfied with communication from SIHL Program PRIOR TO the Summer Institute? Do you have any requests or recommendations?

- *2 of 2 were completely satisfied*

Q2: Are you satisfied with communication/collaboration with SIHL staff DURING the Summer Institute?

- *2 of 2 were completely satisfied*

Q3: How would you describe your experience with your assigned Peer Learning Assistant? What suggestions would you make about the use of Peer Learning Assistants?

- *1 liked having the PLA in class*
- *1 did not like having the PLA in class*

Q4: Do you have suggestions for adjusting students' daily schedules, or ways of making better use of their time?

- *2 of 2 stated that several students were tired and not sleeping at night*

Q5: What suggestions can you make that might improve the academic experience for SIHL students?

- *One suggested professors presenting academic tips during seminar*
- *Social SIHL meetings in the fall*
- *Something to give them academic recognition in the fall to keep them motivated*

Q6: Would you be interested in participating in future Summer Institute for Higher Learning? Why or why not?

- *2 of 2 are willing to participate in the future*

Q7: What other recommendations for improvement do you have?

- *English courses in the morning*
- *Focusing more individually on what their struggles have been*

Early Alert Report AY14

Total Number of Alerts						
	FA13		FA12		FA11	
attendance only	175	22.91%	191	19.79%	101	11.85%
assignment only	266	34.82%	340	35.23%	269	31.57%
other only	6	0.79%	15	1.55%	41	4.81%
attendance and assignment	317	41.49%	419	43.42%	441	51.76%
Total	764	100.00%	965	100.00%	852	100.00%

Total Number of Alerts						
	SP14		SP13		SP12	
attendance only	150	21.49%	176	24.14%	142	15.50%
assignment only	277	39.68%	236	32.37%	317	34.61%
other only	2	0.29%	3	0.41%	23	2.51%
attendance and assignment	269	38.54%	314	43.07%	434	47.38%
Total	698		729	100.00%	916	100.00%

Number of Students Who Received Alerts						
	FA13		FA12		FA11	
Received 1 Alert	390	73.17%	447	69.63%	430	73.50%
Received 2 Alerts	96	18.01%	125	19.47%	86	14.70%
Received 3 Alerts	26	4.88%	37	5.76%	42	7.18%
Received 4 Alerts	13	2.44%	23	3.58%	16	2.74%
Received 5 Alerts	3	0.56%	5	0.78%	6	1.03%
Received 6 or more Alerts	5	0.94%	5	0.78%	5	0.85%
Total	533	100.00%	642	100.00%	585	100.00%

Number of Students Who Received Alerts						
	SP14		SP13		SP12	
Received 1 Alert	347	71.11%	285	61.03%	377	66.84%
Received 2 Alerts	99	20.29%	129	27.62%	112	19.86%
Received 3 Alerts	30	6.15%	32	6.85%	37	6.56%
Received 4 Alerts	8	1.64%	17	3.64%	17	3.01%
Received 5 Alerts	1	0.20%	3	0.64%	10	1.77%
Received 6 Alerts	0	0.00%	0		4	0.71%
Received 7 Alerts	1	0.20%	1	0.21%	2	0.35%
Received 8 Alerts	1	0.20%			3	0.53%
Received 10+ Alerts	1	0.20%			2	0.35%

	FA13	FA12
# Faculty Who Submitted	106	101

	SP14	SP13	SP12
# Faculty Who Submitted	96	82	130

Final Grades							
Final Grade	FA13		FA12		Difference # Grades	FA111	
	# Grades	% of Grades	# Grades	% of Grades		# Grades	% of Grades
A	15	2.42%	28	3.85%	-13	19	2.80%
B	48	7.74%	63	8.65%	-15	74	10.91%
C	120	19.35%	124	17.03%	-4	105	15.49%
D	81	13.06%	97	13.32%	-16	74	10.91%
F	108	17.42%	138	18.96%	-30	126	18.58%
I		0.00%		0.00%	0	4	0.59%
NC	47	7.58%	27	3.71%	20	35	5.16%
NF	33	5.32%	64	8.79%	-31	43	6.34%
Withdrawals	138	22.26%	160	21.98%	-22	170	25.07%
X	1	0.16%	5	0.69%	-4	1	0.15%
XF or XNC	3	0.48%	4	0.55%	-1	7	1.03%
Drops	26	4.19%	18	2.47%	8	20	2.95%
CR		0.00%		0.00%			0.00%

Final Grades							
Final Grade	SP14		SP13		SP12		Difference # Grades
	# Grades	% Grades	# Grades	% of Grades	# Grades	% of Grades	
A	26	4.64%	20	4.07%	11	1.71%	9
B	68	12.14%	45	9.16%	35	5.43%	10
C	120	21.43%	42	8.55%	120	18.60%	-78
D	57	10.18%	70	14.26%	96	14.88%	-26
F	99	17.68%	83	16.90%	93	14.42%	-10
I	1	0.18%	0	0.00%	7	1.09%	-7
NC	25	4.46%	19	3.87%	29	4.50%	-10
NF	38	6.79%	51	10.39%	45	6.98%	6
Withdrawals	99	17.68%	138	28.11%	188	29.15%	-50
X	7	1.25%		0.00%	2	0.31%	-2
XF or XNC	2	0.36%	6	1.22%	2	0.31%	4
Drops	11	1.96%	14	2.85%	16	2.48%	-2
CR				0.00%	1	0.16%	-1
No Grades	7	1.25%	3	0.61%			3
Total	560	100.00%	491	100.00%	645	100.00%	-154

Summer 2013 EWP Submission Report

Total Submissions SU13: 371

The following table lists the ratings in this category and the number of submissions that received that rating. The percentage in parentheses after the number of submissions indicates the percentage of total submissions that received this score.

Rating	Number of Submissions
1	2 (<1%)
1.5	1 (<1%)
2	4 (1%)
2.5	16 (11%)
3	123 (33%)
3.5	144 (39%)
4	81 (22%)

The following table provides a breakdown of submissions by rating and student characteristics. Percentages are taken from the total number of submissions, which is **371**.

Student Characteristic	1	1.5	2	2.5	3	3.5	4
Female	2 (<1%)	1 (<1%)	1 (<1%)	6 (2%)	62 (17%)	82 (22%)	48 (13%)
Male			3 (<1%)	10 (3%)	61 (16%)	62 (17%)	33 (9%)
Native	1 (<1%)		2 (<1%)	6 (2%)	45 (12%)	46 (12%)	22 (6%)
Transfer	1 (<1%)	1 (<1%)	2 (<1%)	10 (3%)	77 (21%)	94 (25%)	58 (16%)
Unknown					1 (<1%)	4 (1%)	1 (<1%)
American Indian/Alaskan Native					1 (<1%)	1 (<1%)	2 (<1%)
Asian/Pacific Islander						2 (<1%)	
Black Non-Hispanic		1 (<1%)	2 (<1%)	1 (<1%)	13 (4%)	18 (5%)	7 (2%)
Hispanic					2 (<1%)	5 (1%)	2 (<1%)
White Non-Hispanic	2 (<1%)		2 (<1%)	15 (4%)	99 (27%)	108 (29%)	65 (18%)
Not Reported					8 (2%)	12 (3%)	5 (2%)
Freshman					6 (2%)	7 (2%)	2 (<1%)
Sophomore				1 (<1%)	2 (<1%)	7 (2%)	8 (2%)
Junior		1 (<1%)	2 (<1%)	2 (<1%)	17 (5%)	33 (9%)	17 (5%)
Senior	2 (<1%)		2 (<1%)	13 (4%)	97 (26%)	97 (26%)	54 (15%)
TOTAL	2	1	4	16	123	144	81

Total Number of Students: 329 (290 students, 88%, submitted one document; 36 students, 11%, submitted two documents; 3 students, 1%, submitted 3 documents)

The following information offers a breakdown of student demographics for all students who submitted summer 2013.

Student Type

Native: 112 (34%)
 Transfer: 213 (65%)
 Unknown: 4 (1%)

The following table shows the number of submissions by student type.

Student Type	3 Submissions	2 Submissions	1 Submission	Total
Native		10 (3%)	102 (31%)	112 (34%)
Transfer	2 (1%)	26 (8%)	185 (56%)	213 (65%)
Unknown	1 (<1%)		3 (1%)	4 (1%)
Totals	3 (1%)	36 (11%)	290 (88%)	329

Gender

Females: 178 (61%)
 Males: 151 (39%)

The following table indicates the number of submissions by gender

Gender	3 Submissions	2 Submissions	1 Submission	Total
Male	1 (<1%)	16 (5%)	134 (41%)	151 (46%)
Female	2 (<1%)	20 (6%)	156 (47%)	178 (54%)
Totals	3 (1%)	36 (11%)	290 (88%)	329

Ethnicity

American Indian/Alaskan Native: 3 (1%)
 Asian/Pacific Islander: 0
 Black Non-Hispanic: 36 (11%)
 Hispanic: 9 (3%)
 White Non-Hispanic: 257 (78%)
 Not reported: 24 (7%)

The following table indicates the number of submissions by ethnicity.

Ethnicity	3 Submissions	2 Submissions	1 Submission	Total
American Indian/Alaskan Native		1 (<1%)	2 (1%)	3 (1%)
Asian/Pacific Islander				
Black Non-Hispanic		6 (2%)	30 (9%)	36 (11%)
Hispanic			9 (3%)	9 (3%)
White Non-Hispanic	3 (1%)	28 (9%)	226 (69%)	257 (78%)
Not Reported		1 (<1%)	23 (7%)	24 (7%)
Totals	3 (1%)	36 (11%)	290 (88%)	329

Hours Completed

0-29: 15 (5%)
 30-59: 17 (5%)
 60-89: 64 (19%)
 90+: 233 (71%)

The following table shows the number of submissions by hours completed at time of submission; this includes transfer credit hours.

Hours Completed	3 Submissions	2 Submissions	1 Submission	Total
0-29 hours			15 (5%)	15 (5%)
30-59 hours		1 (<1%)	16 (5%)	17 (5%)
60-89 hours		9 (3%)	55 (17%)	64 (19%)
90+ hours	3 (1%)	26 (8%)	204 (62%)	233 (71%)
Totals	3 (1%)	36 (11%)	290 (88%)	329

Course levels for which the submissions were written are given in the table that follows.

Course Level	Total Number of Courses	Number of Submissions	WI/WC Courses	WI/WC Submissions
1000 Level General Education	8	21	3	14
1000 Level Major	1	1	0	0
Total 1000 Level	9	22	3	14
2000 Level General Education	3	8	2	7
2000 Level Major	8	40	4	28
Total 2000 Level	11	48	6	35
3000 Level General Education	6	26	4	16
3000 Level Major	34	90	10	25
Total 3000 Level	40	116	14	51
4000 Level General Education	13	127	13	127
4000 Level Major	26	58	5	13
Total 4000 Level	39	185	18	140
TOTALS	99	371	41	240 (65%)

Note: 34% (127) of the summer submissions came from senior seminars.

The following table indicates the average ratings by major and college.

Major	Average Rating	Number of Submissions	Increase/Decrease Previous Summer	Previous Summer Average
All Submissions	3.37	371	-.01	3.38
College of Arts & Humanities	3.31	58	+.05	3.26
Art	3.33	6	+.23	3.10
Communication Studies	3.26	28	+.23	3.03
English	3.75	2	0	3.75
History	3.25	8	-.15	3.4
Journalism	3.28	7	+.03	3.25
Music	3.16	3	none	none
Theater Arts	3.75	4	none	none
College of Education & Professional Studies	3.42	70	+.03	3.39
Early Childhood/Elementary/Middle Level Education	3.47	23	+.21	3.26
Health Studies	3.33	3	-.04	3.37
Kinesiology & Sports Studies	3.37	36	0	3.37
Recreation Administration	3.60	5	+.6	3.0
Special Education	3.5	3	-.22	3.72
College of Sciences	3.34	63	-.09	3.43
Biological Sciences	3.5	7	+.04	3.46
Chemistry	3.0	2		none
Communication Disorders & Sciences	4.0	2	+.67	3.33
Geology/Geography	3.75	4	+.25	3.5
Mathematics & Computer Sciences	3.25	2	0	3.25
Nursing	3.3	5	-.28	3.58
Physics	3.75	2	+.25	3.5
Political Science	3.75	2	+1.0	2.75
Psychology	3.15	22	-.35	3.5
Sociology	3.33	15	-.17	3.5
College of Continuing Education— Bachelor of General Studies	3.41	93	+.06	3.35
Lumpkin College of Business & Applied Sciences	3.30	83	+.15	3.45
School of Business	3.27	54	-.17	3.44
School of Family & Consumer Sciences	3.18	16	-.22	3.40
School of Technology	3.50	13	-.02	3.52
Center for Academic Support & Assessment—Undeclared	3.25	4	+.12	3.13

Fall 2013 EWP Submission Report

Total Submissions FA13: 2579 (-160 decrease from FA12)

The following table lists the ratings in this category and the number of submissions that received that rating. The percentage in parentheses after the number of submissions indicates the percentage of total submissions that received this score.

Rating	Number of Submissions	Increase/Decrease Previous Fall Semester
1	9 (<1%)	-6
1.5	12 (<1%)	+5
2	57 (2%)	-20
2.5	134 (5%)	-6
3	706 (27%)	-86
3.5	935 (36%)	-73
4	726 (28%)	+26

The following table provides a breakdown of submissions by rating and student characteristics. Percentages are taken from the total number of submissions, which is **2579**.

Student Characteristic	1	1.5	2	2.5	3	3.5	4
Female	7 (<1%)	6 (<1%)	24 (1%)	75 (3%)	411 (16%)	576 (22%)	476 (18%)
Male	2 (<1%)	6 (<1%)	33 (1%)	59 (2%)	295 (11%)	359 (14%)	250 (10%)
Native	4 (<1%)	8 (<1%)	23 (1%)	60 (2%)	355 (14%)	468 (18%)	363 (14%)
Transfer	5 (<1%)	4 (<1%)	34 (1%)	74 (3%)	351 (14%)	464 (18%)	359 (14%)
Unknown						3 (<1%)	4
American Indian/Alaskan Native					4 (<1%)	8 (<1%)	2 (<1%)
Asian/Pacific Islander	1 (<1%)		1 (<1%)	2 (<1%)	9 (<1%)	9 (<1%)	10 (<1%)
Black Non-Hispanic	2 (<1%)	6 (<1%)	13 (1%)	34 (1%)	125 (5%)	118 (5%)	72 (3%)
Hispanic	1 (<1%)	1	6 (<1%)	6 (<1%)	30 (1%)	47 (2%)	28 (1%)
White Non-Hispanic	5 (<1%)	4 (<1%)	36 (1%)	84 (3%)	482 (19%)	700 (27%)	581 (23%)
Not Reported		1	1 (<1%)	8 (2%)	56 (2%)	53 (2%)	33 (1%)
Freshman	2 (<1%)	3 (<1%)	11 (1%)	16 (1%)	131 (5%)	147 (6%)	142 (6%)
Sophomore	1 (<1%)	2 (<1%)	3 (1%)	23 (1%)	106 (4%)	175 (7%)	111 (4%)
Junior	2 (<1%)	3 (<1%)	19 (1%)	40 (2%)	212 (8%)	240 (9%)	218 (8%)
Senior	4 (<1%)	4 (<1%)	24 (1%)	55 (2%)	257 (10%)	373 (14%)	255 (10%)
TOTAL	9 (<1%)	12 (<1%)	57 (2%)	134 (5%)	706 (27%)	935 (36%)	726 (28%)

Total Number of Students: 2,098 (1666 students, 79%, submitted one document; 383 students, 18%, submitted two documents; 49 students, 2%, submitted 3 documents.) FA13 saw 156 fewer students submitting than FA12.

The following information offers a breakdown of student demographics for all students who submitted Fall 2013.

Student Type

Native: 1,134 (50%)
 Transfer: 1,117 (50%)
 Unknown: 3 (<1%)

The following table shows the number of submissions by student type.

Student Type	3 Submissions	2 Submissions	1 Submission	Total	Increase/Decrease Previous Fall
Native	14 (1%)	132 (9%)	988 (44%)	1,134 (50%)	-312
Transfer	55 (2%)	215 (11%)	847 (33%)	1,117 (50%)	-125
Unknown			3 (<1%)	3 (<1%)	-3
Totals	69 (3%)	347 (15%)	1,838 (82%)	2,254	-440

Gender

Females: 1303 (62%)
 Males: 795 (38%)

The following table indicates the number of submissions by gender.

Gender	3 Submissions	2 Submissions	1 Submission	Total	Increase/Decrease Previous Fall
Male	29 (1.5%)	151 (7%)	615 (29%)	795 (38%)	-45
Female	20 (1.5%)	232 (11%)	1051 (50%)	1303 (62%)	-111
Unknown					
Totals	49 (3%)	383 (18%)	1,666 (79%)	2,098	-156

Ethnicity

American Indian/Alaskan Native:
Asian/Pacific Islander:
Black Non-Hispanic:
Hispanic:
White Non-Hispanic:
Not reported:

The following table indicates the number of submissions by ethnicity.

Ethnicity	3 Submissions	2 Submissions	1 Submission	Total	Increase/Decrease Previous Fall
American Indian/Alaskan Native		5 (<1%)	4 (<1%)	9 (<1%)	+1
Asian/Pacific Islander	1 (<1%)	5 (<1%)	19 (<1%)	25 (1%)	+3
Black Non-Hispanic	8 (<1%)	39 (1%)	268 (13%)	315 (15%)	-17
Hispanic	3 (<1%)	21 (1%)	68 (3%)	92 (4%)	+21
White Non-Hispanic	33 (1%)	286 (14%)	1,221 (58%)	1,540 (73%)	-164
Not Reported	4 (<1%)	27 (1%)	86 (4%)	117 (5%)	0
Totals	49 (2%)	383 (18%)	1,666 (79%)	2,098	-156

Hours Completed¹

Zero: 204.5 (9%)
1-29: 188 (9%)
30-59: 353 (17%)
60-89: 581 (28%)
90+: 771.5 (37%)

The following table shows the number of submissions by hours completed at time of submission; this includes transfer credit hours.

Hours Completed	3 Submissions	2 Submissions	1 Submission	Total	Increase/Decrease Previous Fall
Zero		20.5 (1%)	184 (9%)	204.5 (9%)	+41.5
1-29 hours	2 (<1%)	35 (1%)	151 (7%)	188 (9%)	+10
30-59 hours	4 (<1%)	60 (2%)	289 (14%)	353 (17%)	-25
60-89 hours	17 (<1%)	119 (5%)	445 (21%)	581 (28%)	-86
90+ hours	26 (1%)	148.5 (7%)	597 (29%)	771.5 (37%)	-96.5
Totals	49 (2%)	383 (18%)	1,666 (79%)	2,098	-156

¹ Some students transferred in hours at different points in the semester, so if they submitted more than once in the semester, the number of hours earned are different for submissions from the same student (for example, one student submitted two papers this semester, one when she had zero hours, and one when she has 43 hours). Therefore, these totals will vary slightly from the other demographic categories.

Course levels for which the submissions were written are given in the table that follows.

Course Level	Total Number of Courses	Number of Submissions	WI/WC Courses	WI/WC Submissions
1000 Level General Education	30	402	12	312
1000 Level Major	12	81	2	11
Total 1000 Level	42	483	14	323
2000 Level General Education	34	309	19	219
2000 Level Major	51	384	9	83
Total 2000 Level	85	693	28	302
3000 Level General Education	11	59	9	43
3000 Level Major	146	669	34	167
Total 3000 Level	157	728	43	210
4000 Level General Education	12	251	11	246
4000 Level Major	123	422	20	52
Total 4000 Level	145	673	31	298
5000 Level Major	1	2	0	0
TOTALS	430	2,577	116 (27% of courses used for submission)	1,133 (44% of total)

- In FA12, a total of 416 courses were represented in the EWP submissions; FA13 shows an increase of 14 courses from which students chose to submit.
- In FA12, 1483 submissions of the 2739 total submissions came from WI/WC courses (54% of the submissions for the semester compared to the 44% of submissions from this past fall, which shows a 10% drop in the number of submissions from WI or WC courses.

Comparison of Ratings from WI/WC Courses and Non-WI/WC Courses

Rating	Number of Submissions from WI/WC Courses	Number of Submissions from Non-WI/WC Courses
1	3 (<1%)	6 (<1%)
1.5	6 (<1%)	6 (<1%)
2	25 (1%)	32 (1%)
2.5	50 (2%)	84 (3%)
3	282 (11%)	424 (16%)
3.5	372 (14%)	563 (21%)
4	395 (15%)	331 (12%)
Average Score	3.45	3.35
Total Submissions	1,133 (44%)	1,446 (56%)

Percentages taken from the total submissions for the semester.

Rating	Number of Submissions from WI/WC Courses	Number of Submissions from Non-WI/WC Courses
1	3 (<1%)	6 (<1%)
1.5	6 (<1%)	6 (<1%)
2	25 (2%)	32 (2%)
2.5	50 (4%)	84 (5%)
3	282 (24%)	424 (29%)
3.5	372 (32%)	563 (39%)
4	395 (34%)	331 (22%)
Average Score	3.45	3.35
Total Submissions	1,133 (100%)	1,446 (100%)

Percentages taken from each course category.

The following table indicates the average ratings by major and college.

Major	Average Rating	Number of Submissions	Increase/ Decrease Previous Fall	Previous Fall Average
All Submissions	3.40	2,579	-828	3.37
College of Arts & Humanities	3.35	429	-77	3.35
African American Studies	3.50	3	-2	2.90
Art	3.40	48	-20	3.13
Communication Studies	3.25	176	-23	3.36
English	3.51	50	-12	3.49
Foreign Languages	3.38	17	+1	3.28
History	3.49	53	+13	3.25
Journalism	3.29	37	-3	3.36
Music	3.38	30	-10	3.57
Philosophy	3.66	3	-7	3.65
Theater Arts	3.50	12	-4	3.43
College of Education & Professional Studies	3.40	580	-102	3.40
Early Childhood/Elementary/Middle Level Education	3.43	188	-40	3.48
Health Studies	3.51	64	+3	3.33
Kinesiology & Sports Studies	3.32	210	-38	3.34
Recreation Administration	3.32	26	-10	3.22
Special Education	3.49	92	-17	3.43
College of Sciences	3.41	659	+17	3.36
Biological Sciences	3.41	191	+17	3.33
Chemistry	3.45	10	-3	3.50
Communication Disorders & Sciences	3.30	53	-19	3.44
Economics	3.21	14	+7	3.07
Geology/Geography	3.26	32	+6	3.30
Mathematics & Computer Sciences	3.48	36	0	3.58
Nursing	3.12	4	-15	3.57
Physics	3.56	16	+8	3.56
Political Science	3.41	30	-2	3.39
Psychology	3.46	148	-11	3.35
Sociology	3.42	125	+29	3.22
College of Continuing Education— Bachelor of General Studies	3.45	235	-5	3.50

Major	Average Rating	Number of Submissions	Increase/ Decrease Previous Fall	Previous Fall Average
Lumpkin College of Business & Applied Sciences	3.39	624	-5	3.35
School of Business	3.16	343	+114	3.35
Accounting	3.56	48	+19	3.43
Business Administration	3.42	14	+10	3.25
Finance	3.39	28	-17	3.31
Management	3.10	43	-6	3.46
Management Information Systems	3.52	22	+7	3.56
Marketing	3.29	39	0	3.15
Pre-Business	3.42	149	+101	3.33
School of Family & Consumer Sciences	3.31	160	+6	3.14
Apparel/Consumer Affairs/Hospitality Management/Merchandising	3.36	38	+4	3.00
Dietetics	3.45	21	+4	3.47
Family Services	3.27	100	+14	3.12
School of Technology	3.48	121	-125	3.47
Organizational & Professional Development	3.47	64	-15	3.55
Career & Technical Education	3.61	9	-10	3.34
Applied Engineering Technology	3.48	48	-2	3.33
Center for Academic Support & Assessment—Undeclared	3.38	52	+12	3.40

Spring 2014 EWP Submission Report

The following table lists the ratings in this category and the number of submissions that received that rating. The percentage in parentheses after the number of submissions indicates the percentage of total submissions that received this score.

Rating	Number of Submissions	Increase/Decrease Previous Spring Semester
1	3 (<1%)	-10
1.5	6 (<1%)	0
2	75 (3%)	+11
2.5	113 (4%)	-27
3	720 (28%)	-144
3.5	956 (37%)	-123
4	724 (28%)	-56
3.40	2597	-349

The following table provides a breakdown of submissions by rating and student characteristics. Percentages are taken from the total number of submissions, which is 2597.

Student Characteristic	1	1.5	2	2.5	3	3.5	4
Female	2 (<1%)	3 (<1%)	40 (2%)	60 (2%)	405 (16%)	575 (22%)	453 (18%)
Male	1 (<1%)	3 (<1%)	35 (1%)	53 (2%)	315 (12%)	381 (15%)	271 (11%)
Native	2 (<1%)	3 (<1%)	45 (2%)	65 (3%)	352 (16%)	469 (18%)	361 (14%)
Transfer	1 (<1%)	3 (<1%)	30 (1%)	48 (2%)	364 (13%)	481 (19%)	360 (14%)
Unknown					4 (<1%)	6 (<1%)	3 (<1%)
American Indian/Alaskan Native					5 (<1%)	3 (<1%)	2 (<1%)
Asian/Pacific Islander	1 (<1%)		1 (<1%)		8 (<1%)	11 (<1%)	8 (<1%)
Black Non-Hispanic	1 (<1%)		22 (1%)	30 (1%)	134 (5%)	119 (5%)	70 (3%)
Hispanic			4 (<1%)	5 (<1%)	28 (1%)	41 (1%)	30 (1%)
White Non-Hispanic	1 (<1%)	5 (<1%)	42 (1%)	69 (3%)	492 (20%)	738 (29%)	582 (22%)
Not Reported		1 (<1%)	6 (<1%)	9 (<1%)	53 (2%)	44 (2%)	32 (1%)
Freshman	3 (<1%)	1	10 (<1%)	15 (<1%)	124 (4%)	151 (5%)	87 (3%)
Sophomore	2 (<1%)	2 (<1%)	17 (1%)	28 (1%)	133 (5%)	165 (6%)	124 (5%)
Junior	4 (<1%)		13 (1%)	35 (1%)	262 (9%)	316 (11%)	229 (9%)
Senior	4 (<1%)	3 (<1%)	24 (1%)	62 (2%)	345 (12%)	447 (15%)	284 (11%)
TOTAL	13 (<1%)	6 (<1%)	75 (3%)	113 (4%)	864 (28%)	956 (37%)	724 (28%)

Total Number of Students: 2,079 (1,617 students, 78%, submitted one document; 406 students, 20%, submitted two documents; 56 students, 2%, submitted 3 documents.) SP14 saw 293 fewer students submitting than SP13.

The following information offers a breakdown of student demographics for all students who submitted spring 2014.

Student Type

Native: 1091 (53%)
 Transfer: 979 (47%)
 Unknown: 9 (<1%)

The following table shows the number of submissions by student type.

Student Type	3 Submissions	2 Submissions	1 Submission	Total	Increase/Decrease Previous Spring
Native	17 (<1%)	172 (8%)	902 (43%)	1091 (53%)	-199
Transfer	39 (2%)	230 (11%)	710 (34%)	979 (45%)	-98
Unknown	0 (<1%)	4 (<1%)	5 (<1%)	9 (<1%)	+4
Totals	56 (2%)	406 (20%)	1617 (78%)	2079	-293

Gender

Females: 1245 (60%)
 Males: 834 (40%)

The following table indicates the number of submissions by gender.

Gender	3 Submissions	2 Submissions	1 Submission	Total	Increase/Decrease Previous Spring
Male	31 (2%)	163 (8%)	640 (30%)	834 (40%)	-127
Female	25 (1%)	243 (12%)	977 (47%)	1245 (60%)	-166
Totals	56 (2%)	406 (20%)	1617 (78%)	2079	-293

Ethnicity

American Indian/Alaskan Native:	10 (<1%)
Asian/Pacific Islander:	23 (1%)
Black Non-Hispanic:	303 (15%)
Hispanic:	87 (4%)
White Non-Hispanic:	1540 (74%)
Not reported:	116 (6%)

The following table indicates the number of submissions by ethnicity.

Ethnicity	3 Submissions	2 Submissions	1 Submission	Total	Increase/Decrease Previous Spring
American Indian/Alaskan Native			10 (<1%)	10 (<1%)	-2
Asian/Pacific Islander	2 (<1%)	2 (<1%)	19 (1%)	23 (1%)	-4
Black Non-Hispanic	6 (<1%)	61 (3%)	236 (11%)	303 (15%)	-59
Hispanic	1 (<1%)	19 (1%)	67 (3%)	87 (4%)	-9
White Non-Hispanic	46 (2%)	297 (13%)	1197 (57%)	1540 (74%)	-238
Not Reported	1 (<1%)	27 (1%)	88 (4%)	116 (6%)	+19
Totals	56 (2%)	406 (20%)	1617 (78%)	2079	-293

Hours Completed¹

1-29:	282 (14%)
30-59:	346 (17%)
60-89:	590 (29%)
90+:	861 (39%)

The following table shows the number of submissions by hours completed at time of submission; this includes transfer credit hours.

Hours Completed	3 Submissions	2 Submissions	1 Submission	Total	Increase/Decrease Previous Spring
1-29 hours	2 (<1%)	46 (2%)	234 (11%)	282 (14%)	-71
30-59 hours	2 (<1%)	57 (3%)	287 (14%)	346 (17%)	-59
60-89 hours	8 (1%)	115 (6%)	467 (22%)	590 (28%)	-92
90+ hours	44 (2%)	188 (9%)	629 (30%)	861 (41%)	-71
Totals	56 (2%)	406 (20%)	1617 (78%)	2079	-293

¹ Some students transferred in hours at different points in the semester, so if they submitted more than once in the semester, the number of hours earned are different for submissions from the same student (for example, one student submitted two papers this semester, one when she had zero hours, and one when she has 43 hours). Therefore, these totals will vary slightly from the other demographic categories.

Course levels for which the submissions were written are given in the table that follows.

Course Level	Total Number of Courses	Number of Submissions	WI/WC Courses	WI/WC Submissions
1000 Level General Education	24	348	3	204
1000 Level Major	7	20	0	0
Total 1000 Level	31	368	3	204
2000 Level General Education	26	267	12	172
2000 Level Major	52	372	17	132
Total 2000 Level	78	639	29	304
3000 Level General Education	14	75	13	64
3000 Level Major	161	837	55	305
Total 3000 Level	175	912	68	369
4000 Level General Education	16	247	16	247
4000 Level Major	122	431	30	136
Total 4000 Level	138	678	46	383
5000 Level Major	0	0	0	0
TOTALS	422	2597	146 (57% of courses used for submission)	1260 (49% of total)

- In SP13, a total of 446 courses were represented in the EWP submissions; SP13 shows a decrease of 24 courses from which students chose to submit.
- In SP13, 1576 of the 2946 submissions were from WI/WC courses or 54% of the total submissions. In SP14, 1260 submissions of the 2946 total submissions came from WI/WC courses (43% of the submissions for the semester); this percentage shows a 11% decrease from the previous spring in WI/WC submissions.
- Only one submission was received from 118 courses (-9 courses from SP13). The most submissions came from ENG 1002G with 158 submissions followed by EDF 2555 with 79 submissions and EIU 4101 with 70 submissions. A total of 243 submissions were received from the 15 senior seminar courses.

The following table indicates the average ratings by major and college.

Major	Average Rating	Number of Submissions	Increase/ Decrease Previous Spring	Previous Spring Average
All Submissions	3.40	2597	-349	3.39
College of Arts & Humanities	3.40	467	-39	3.40
African American Studies	3.16	3	+1	3.25
Art	3.28	57	-19	3.21
Communication Studies	3.34	205	-18	3.38
English	3.58	68	-4	3.48
Foreign Languages	3.25	16	+5	3.50
History	3.48	48	-11	3.47
Journalism	3.40	37	-8	3.36
Music	3.26	19	-21	3.65
Philosophy	3.50	5	+3	3.25
Theater Arts	3.11	9	0	3.05
College of Education & Professional Studies	3.40	596	-83	3.41
Early Childhood/Elementary/Middle Level Education	3.35	162	-29	3.44
Health Studies	3.45	68	+3	3.48
Kinesiology & Sports Studies	3.38	244	-47	3.33
Recreation Administration	3.40	37	+11	3.40
Special Education	3.48	85	-41	3.50
College of Sciences	3.45	615	-137	3.40
Biological Sciences	3.49	188	+16	3.39
Chemistry	3.54	11	-6	3.54
Communication Disorders & Sciences	3.55	48	-16	3.47
Economics	3.62	16	+5	3.36
Geology/Geography	3.27	18	-28	3.41
Mathematics & Computer Sciences	3.53	27	-8	3.64
Nursing	3.62	8	-4	3.33
Physics	3.64	14	0	3.14
Political Science	3.44	29	-7	3.48
Psychology	3.29	140	-34	3.34
Sociology	3.49	116	-67	3.35
College of Continuing Education— Bachelor of General Studies	3.52	248	+28	3.46

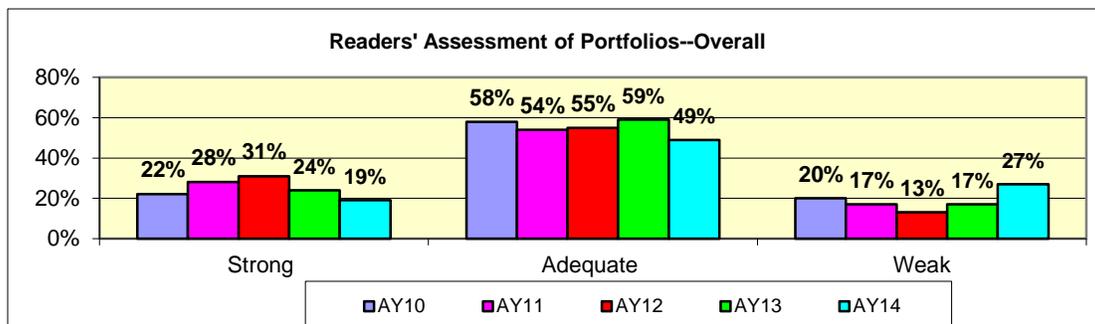
Major	Average Rating	Number of Submissions	Increase/Decrease Previous Spring	Previous Spring Average
Lumpkin College of Business & Applied Sciences	3.35	650	-143	3.33
School of Business	3.36	346	-105	3.33
Accounting	3.42	44	-21	3.51
Business Administration	3.57	16	+9	3.35
Finance	3.42	35	-4	3.40
Management	3.43	53	-15	3.33
Management Information Systems	3.33	12	-3	3.33
Marketing	3.23	52	+8	3.36
Pre-Business	3.34	134	-25	3.36
School of Family & Consumer Sciences	3.30	182	-25	3.24
Apparel/Consumer Affairs/Hospitality Management/Merchandising	3.31	418	-9	3.24
Dietetics	3.09	22	+1	3.19
Family Services	3.34	112	-2	3.24
School of Technology	3.41	122	+10	3.33
Organizational & Professional Development	3.45	61	0	3.35
Career & Technical Education	3.40	5	-4	3.44
Applied Engineering Technology	3.37	56	-14	3.29
Center for Academic Support & Assessment—Undeclared	3.14	21	-9	3.15

Electronic Writing Portfolio Readings Report AY 2014

Number of Readers: 20
 Number of Portfolios: 239
 Number of Papers: 681

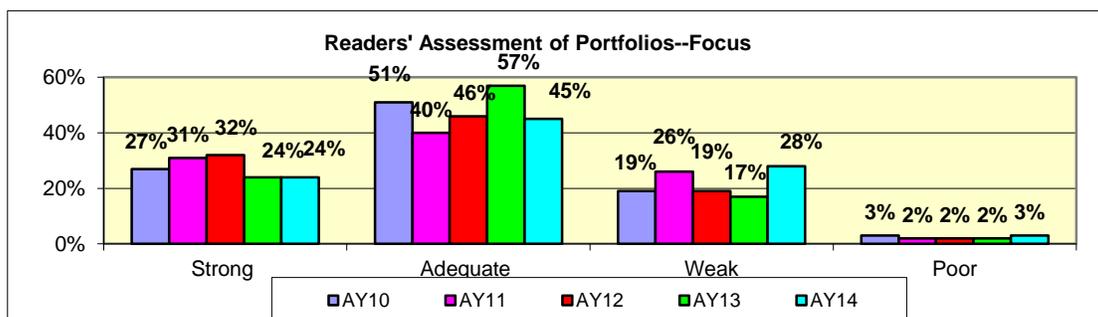
Portfolios Overall

Strong Portfolios: 20%
Adequate Portfolios: 52%
Weak Portfolios: 28%



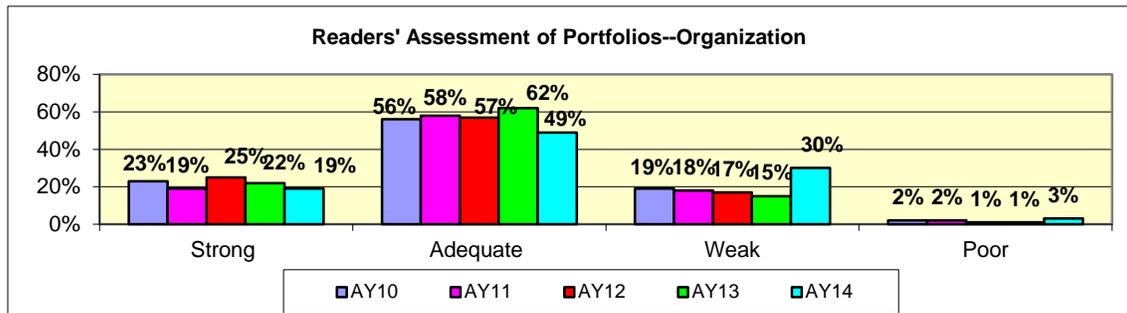
Focus/Purpose

Strong (Consistently strong sense of focus/purpose throughout): 24%
Adequate (Clear focus/purpose in most or all submissions): 45%
Weak (Some evidence of ability to focus on a purpose): 28%
Poor (Very little or no evidence of focus): 3%



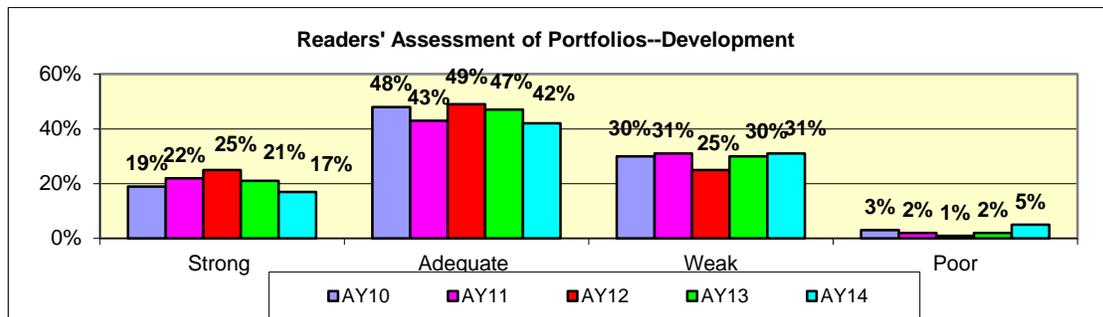
Organization

Strong (Consistent use of structure in ways that enhance presentation of ideas/information): 19%
Adequate (Logical organization and/or clearly identifiable structure): 49%
Weak (Inconsistent sense of structure and/or lapses in organization): 30%
Poor (Very little or no sense of structure or organization): 3%



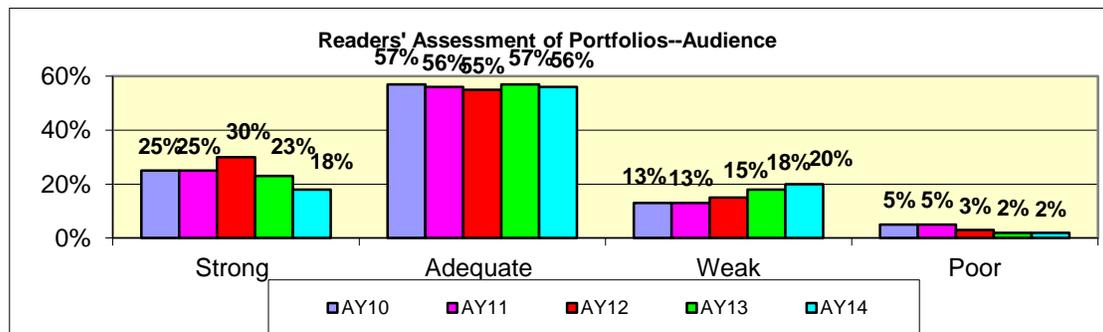
Development

Strong (Ideas consistently developed in depth and supported with rich and relevant details): 17%
Adequate (Ideas developed in depth with appropriate supporting evidence/details): 42%
Weak (Some development of ideas and use of supporting evidence/details): 31%
Poor (Very little or no development of ideas or use of supporting evidence): 5%



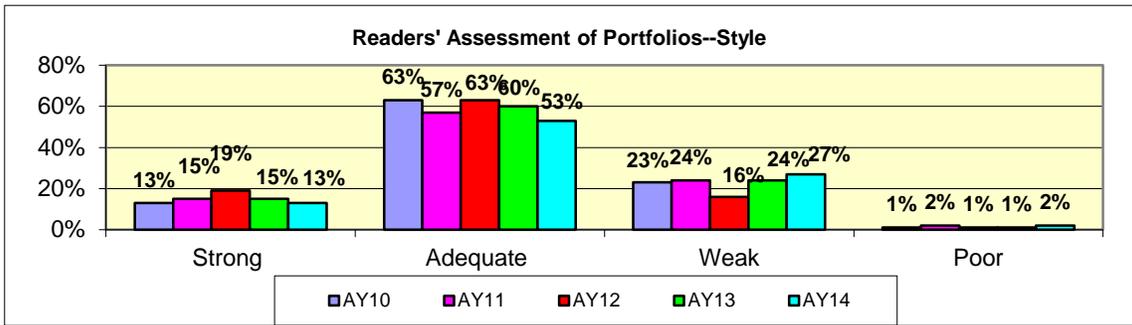
Audience

Strong (Sophisticated sense of audience—e.g., distinctive voice and/or appropriate tone): 18%
Adequate (Some awareness of and/or attempt to communicate with audience): 56%
Weak (Little or no awareness of audience): 20%
Poor (No sense of writing for an audience): 2%



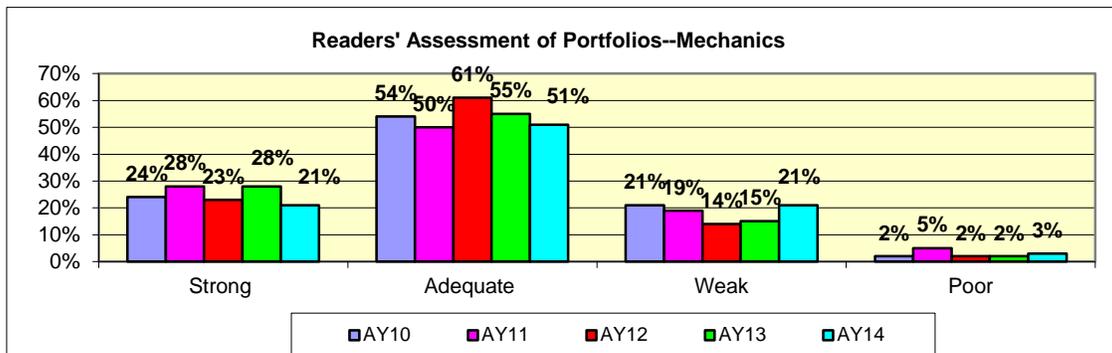
Style

Strong (Sophisticated use of language (sentence structure, word choice) that enhances presentation of ideas/information): 15%
Adequate (Appropriate use of language that effectively conveys ideas/information): 60%
Weak (Use of language that is awkward, unnecessarily complex, and/or overly simplistic): 24%
Poor (Use of language that is highly inconsistent or indeterminate): 1%



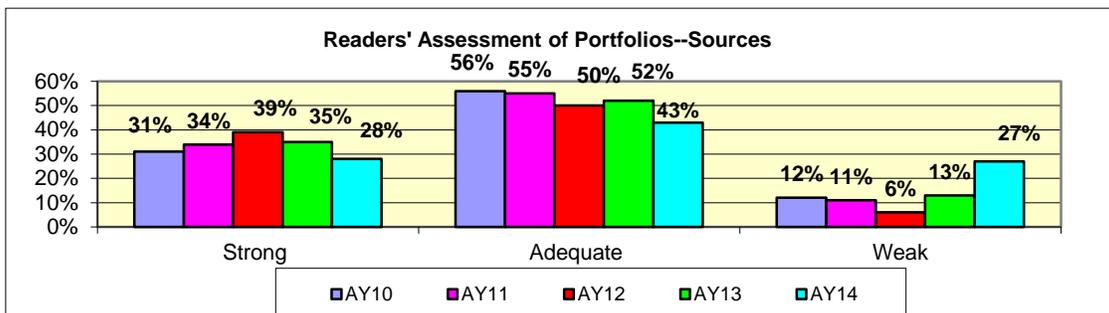
Mechanics

Strong (Few, if any, errors in mechanics relative to length and complexity of documents): 21%
Adequate (Some errors in mechanics that do not interfere significantly with communication): 51%
Weak (Patterns of errors in mechanics that affect clarity and/or credibility of writing): 21%
Poor (Large numbers of errors in mechanics affecting almost all aspects of the writing): 3%



Sources

Strong (Ability to integrate ideas/information from sources into own writing in meaningful and appropriate ways): 28%
Adequate (Some effective integration of ideas/information from source): 43%
Weak (Inappropriate/ineffective integration of ideas/information): 27%

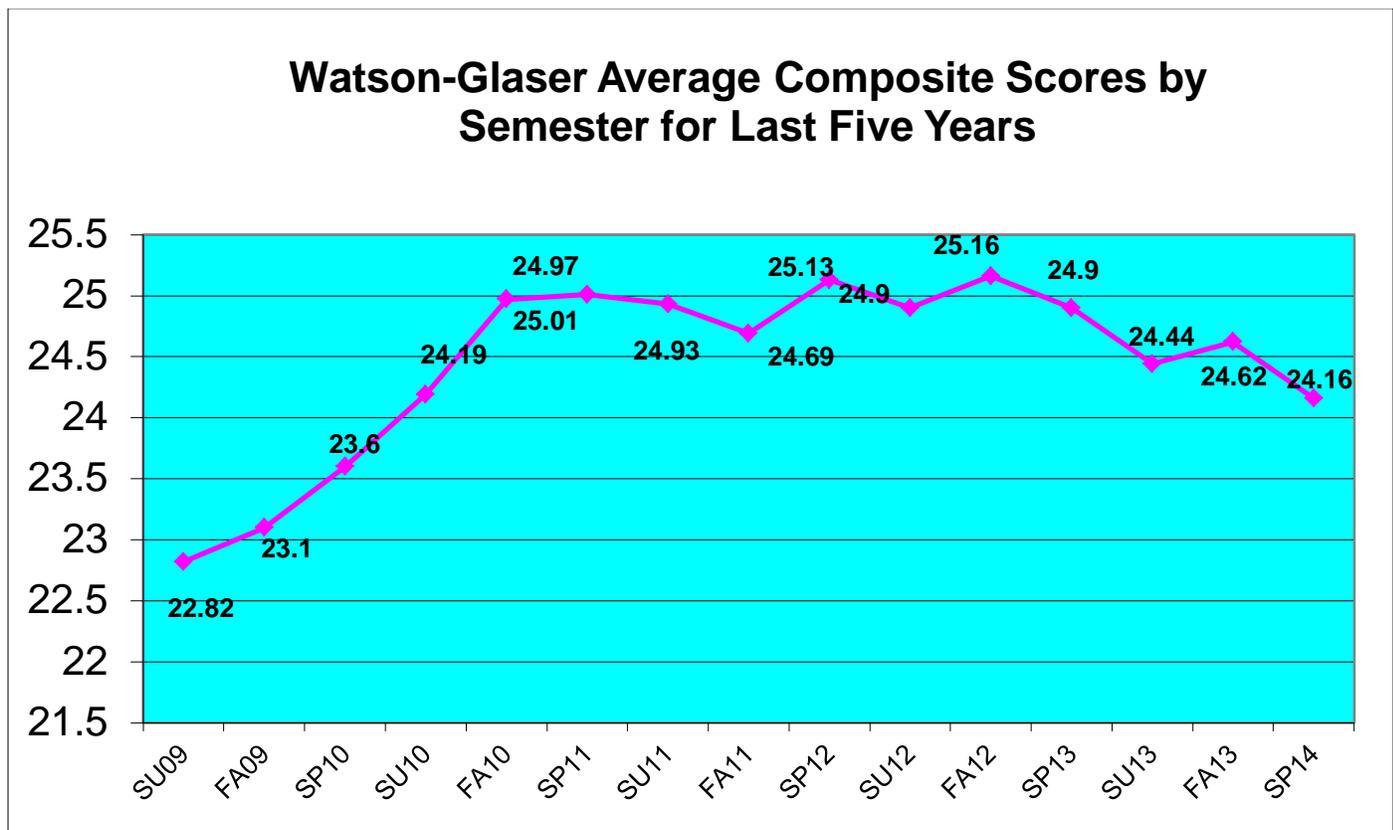


AY 2013-14 Watson-Glaser Report

The Watson-Glaser Critical Thinking Appraisal is given in senior seminars the twelfth week of each semester or at the corresponding time for weekend and summer sessions. The majority of administrations take place in the classrooms, but students taking on-line classes have the option to take the WGCTA on-line.

The chart below indicates the average composite scores by semester. Because we are using the short form of the Watson-Glaser Critical Thinking Appraisal, only the composite score is considered valid. Comparisons may be made from spring semester to spring semester, fall semester to fall semester, and summer to summer.

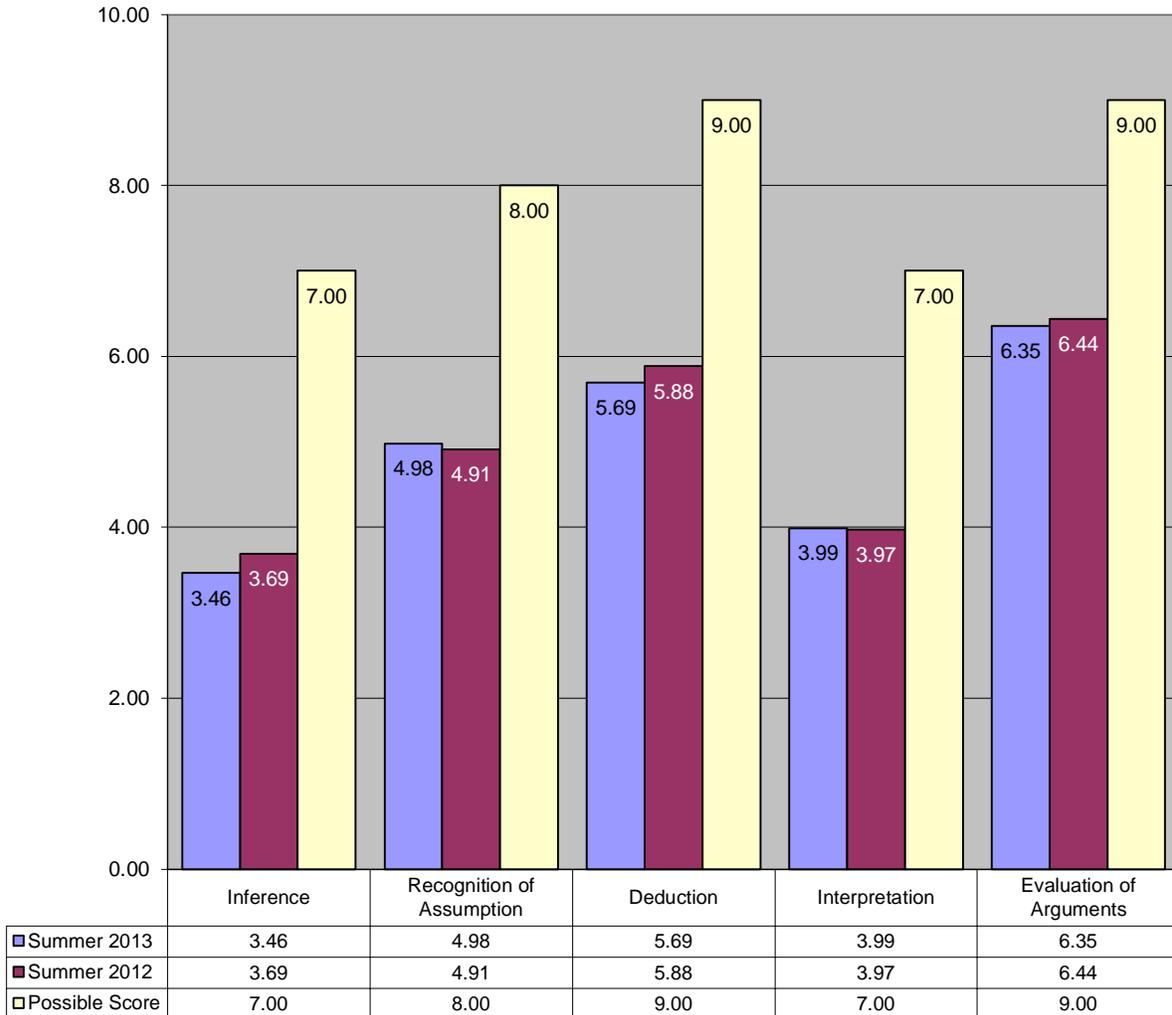
The highest possible composite score is a 40. The chart below offers the average composite scores for the last five years, 15 semesters of data. The scores for the past 5 semesters remain relatively stable from the all-time low of 22.82 in SU09.



The following three charts offer the subscores for each semester in AY14 compared to the corresponding semester in AY13. These charts as well as the data by major and the composite average are shared with department chairs.

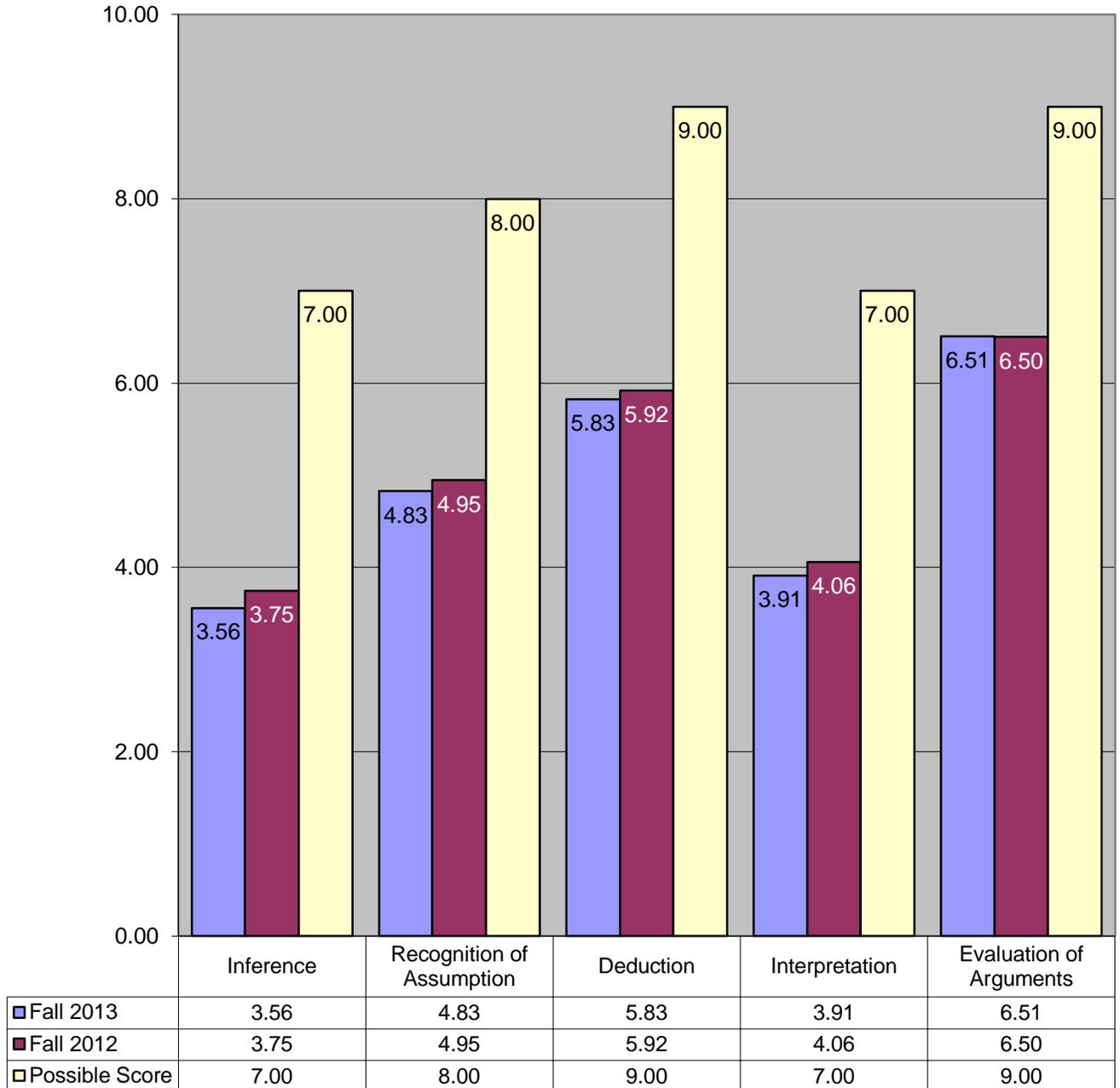
Watson-Glaser Analysis

Summer 2013 & Summer 2012 Mean Score Comparison



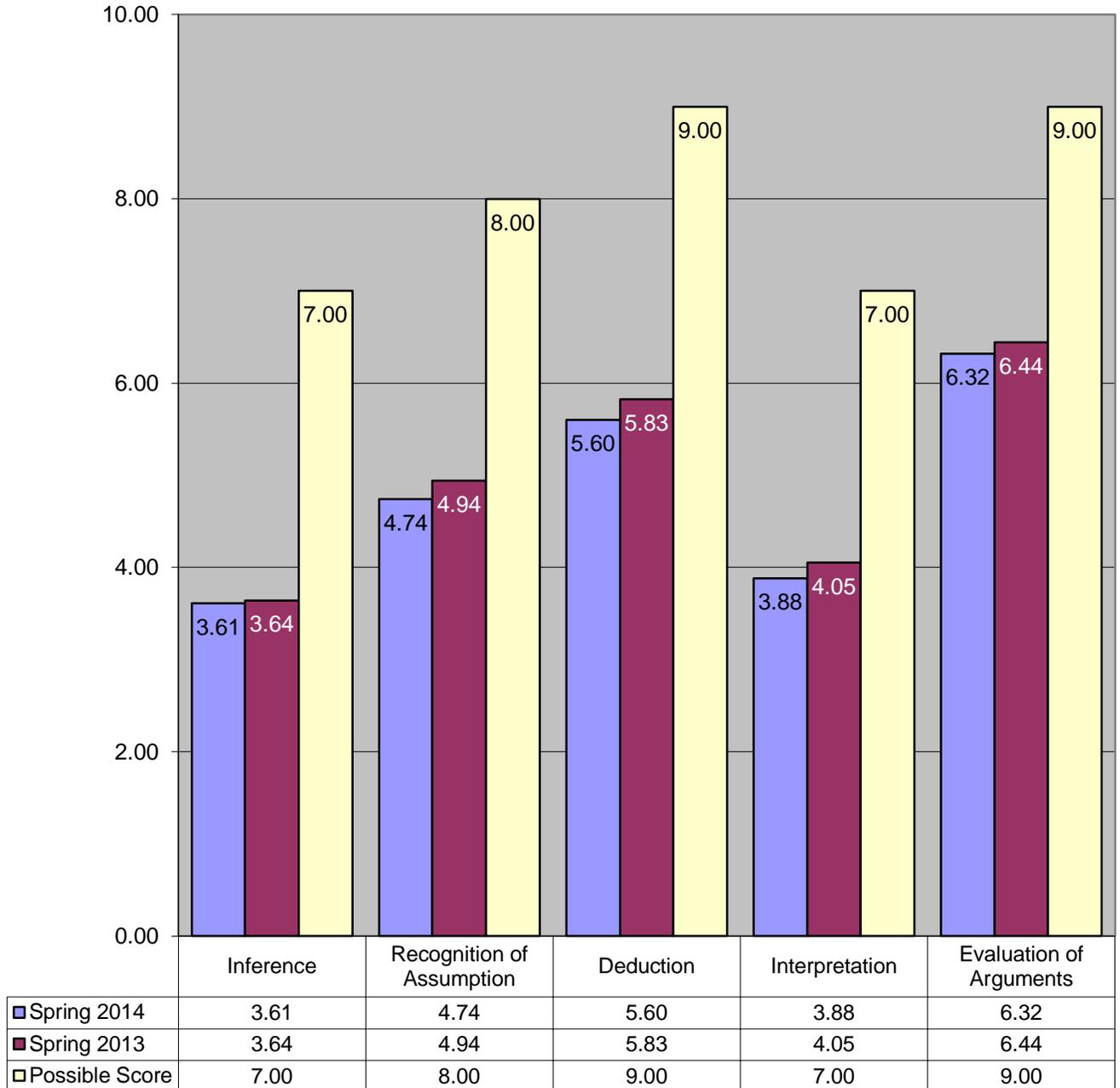
Watson-Glaser Analysis

Fall 2012 & Fall 2013 Mean Score Comparison

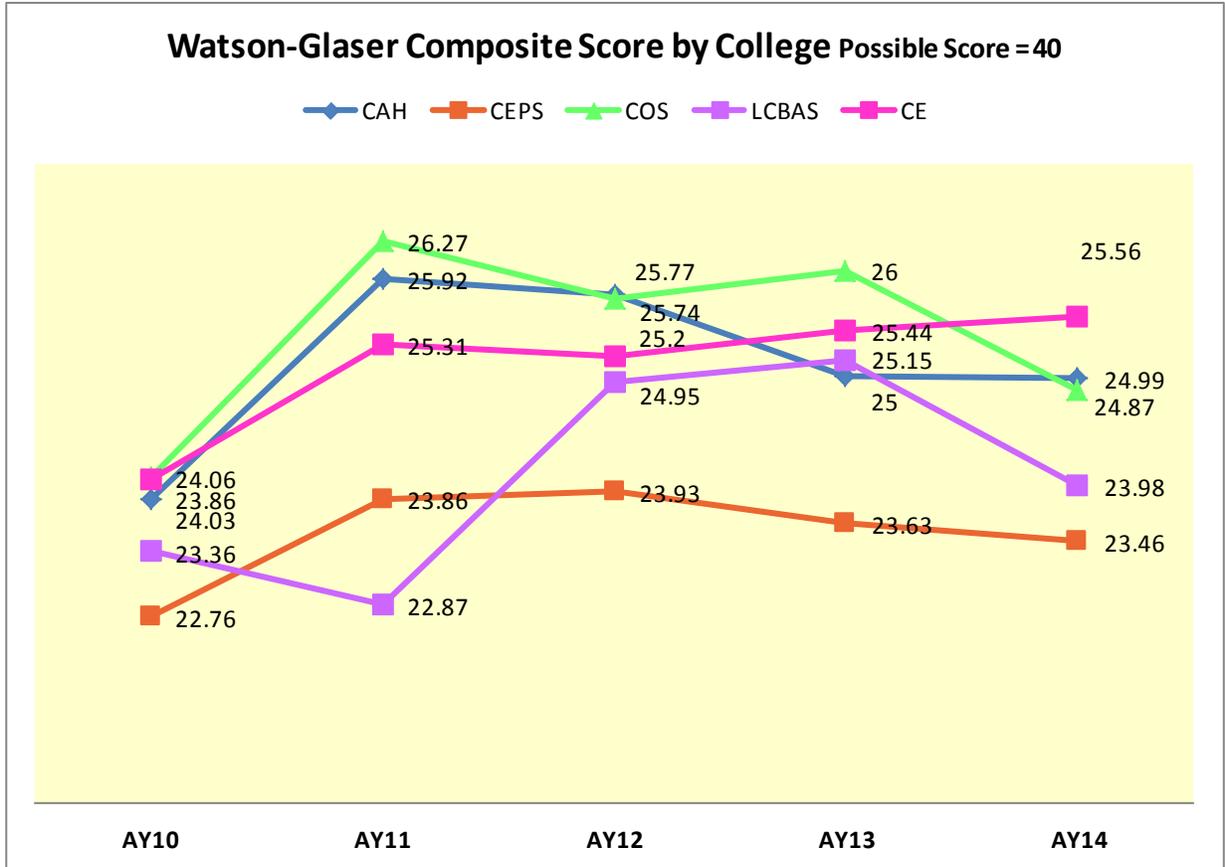


Watson-Glaser Analysis

Spring 2013 & Spring 2014 Mean Score Comparison



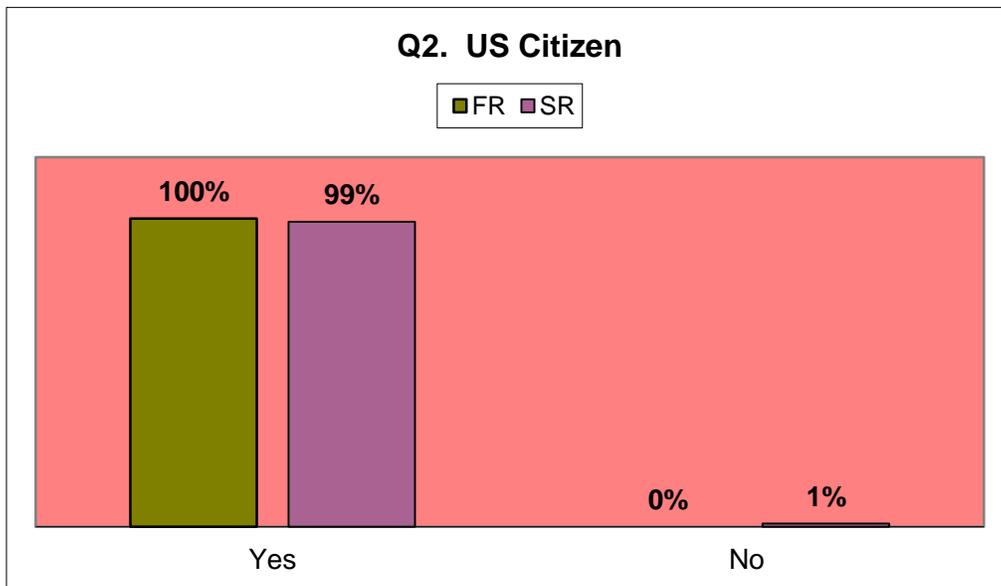
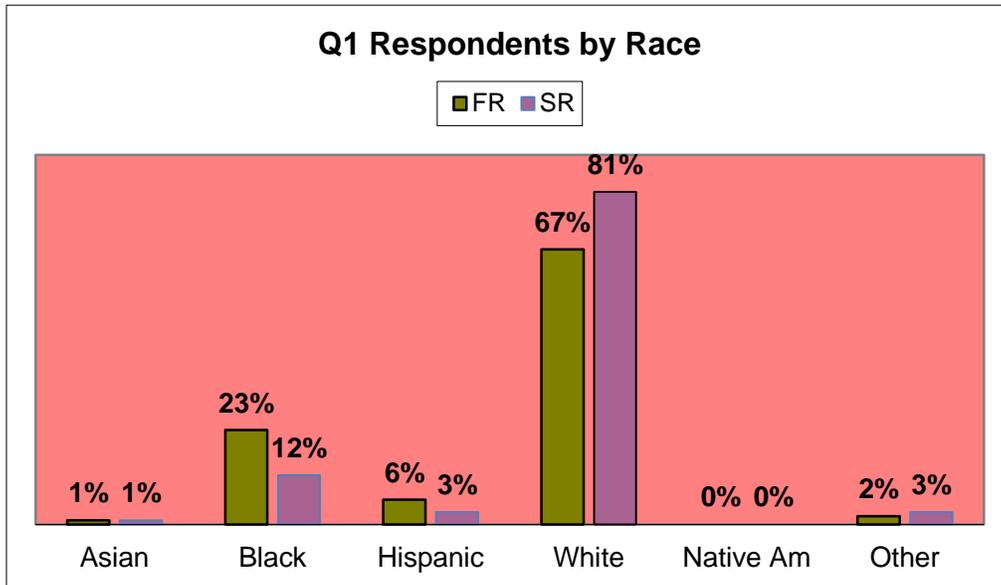
The chart below offers the composite means by academic year for each college. LCBAS shows the biggest dip and then a rebound and then another dip, but the other colleges follow similar trajectories across the five years of data.



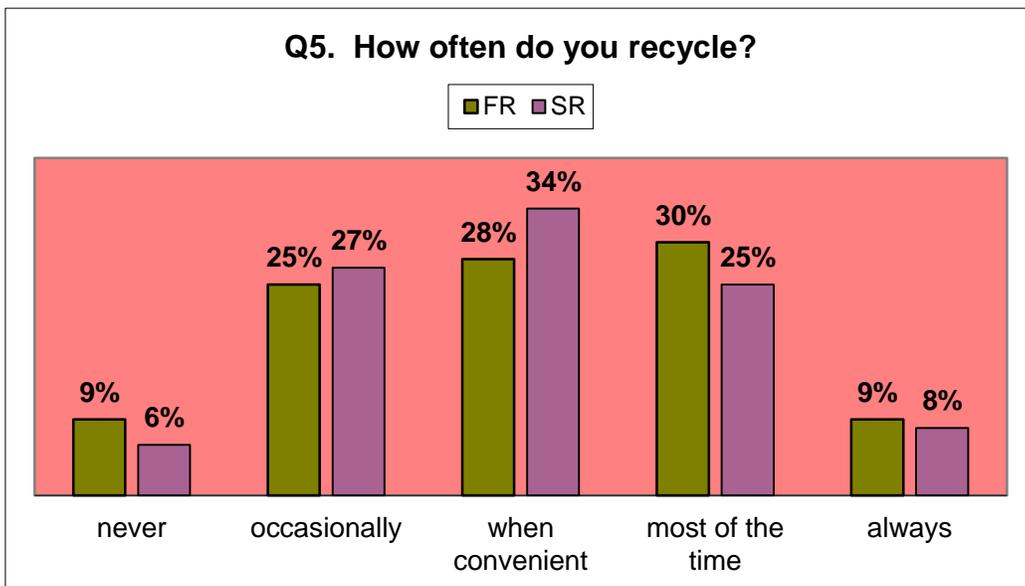
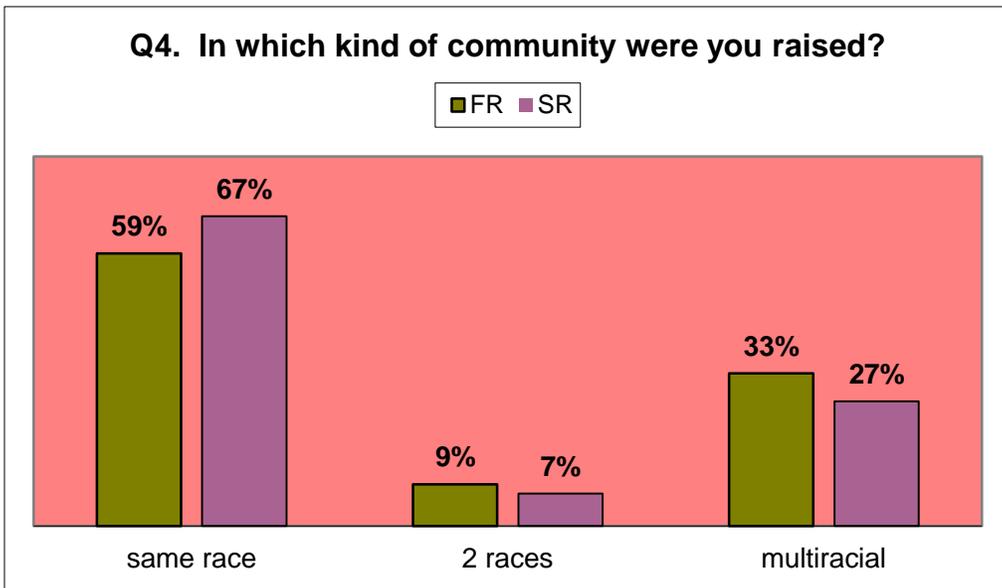
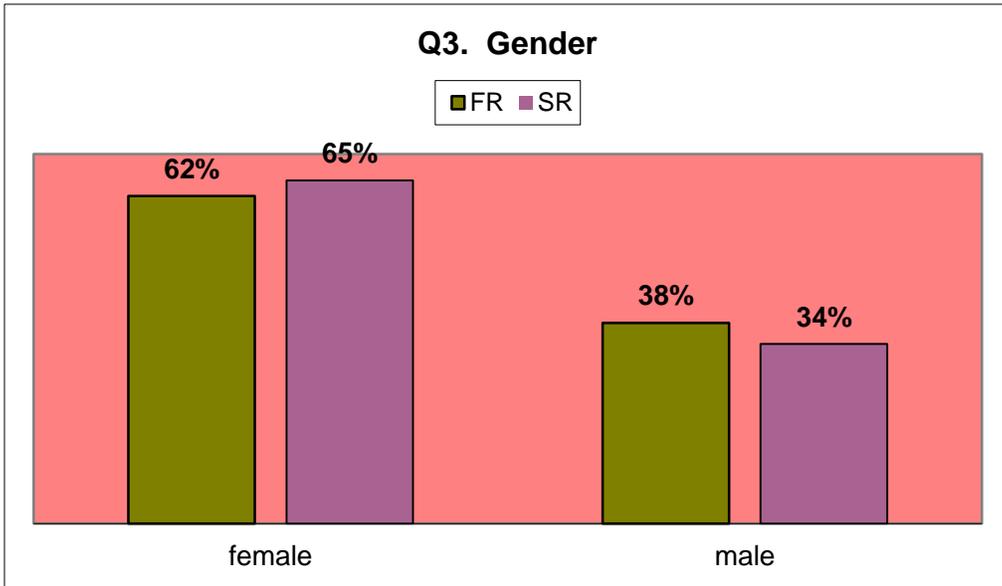
Global Survey Summer 2013 Freshmen Compared to AY14 Seniors¹

Senior N = 1034; Freshman N = 1322

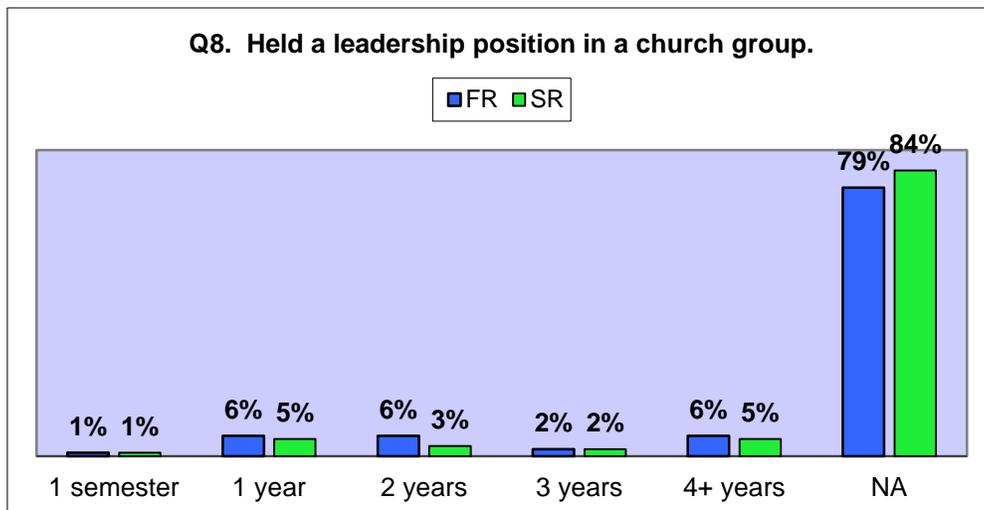
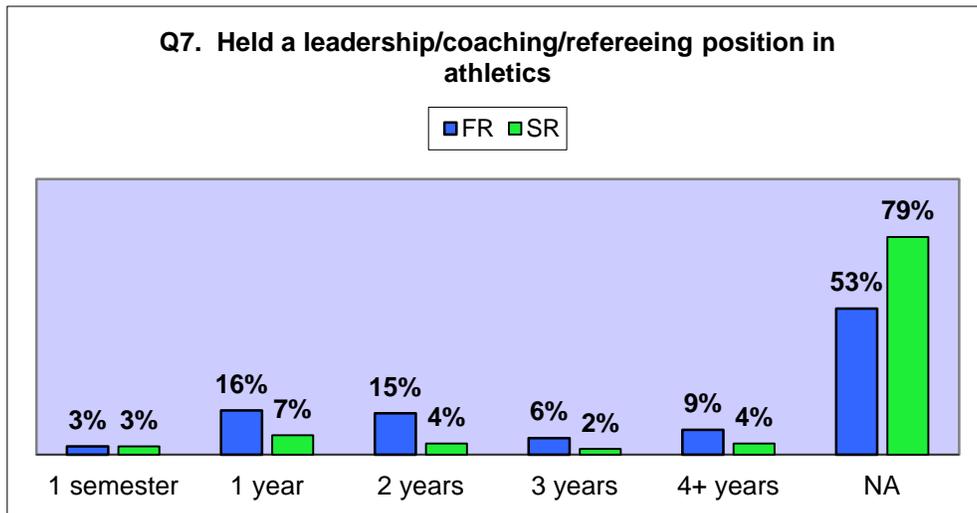
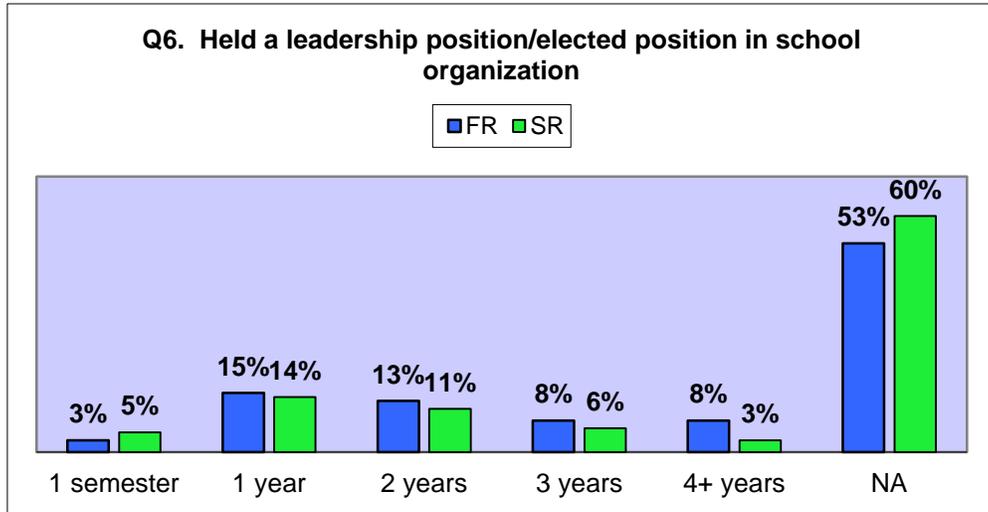
Demographic Questions



¹ Senior data includes surveys completed in senior seminar courses in SU13, FA13, and SP14.

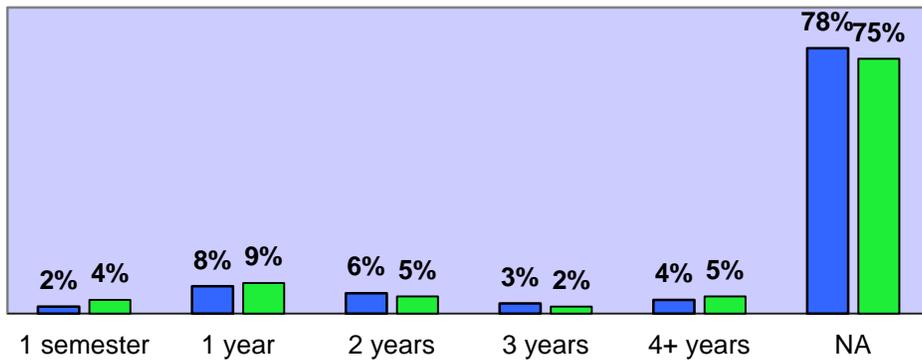


Leadership Experience



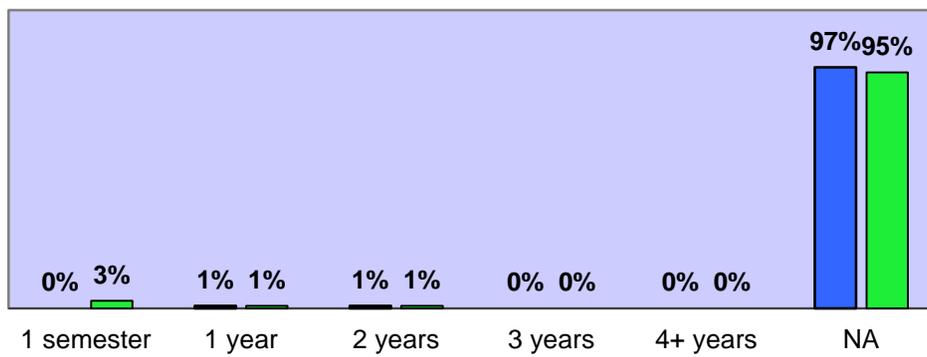
Q9. Held a leadership position in a community group.

■ FR ■ SR



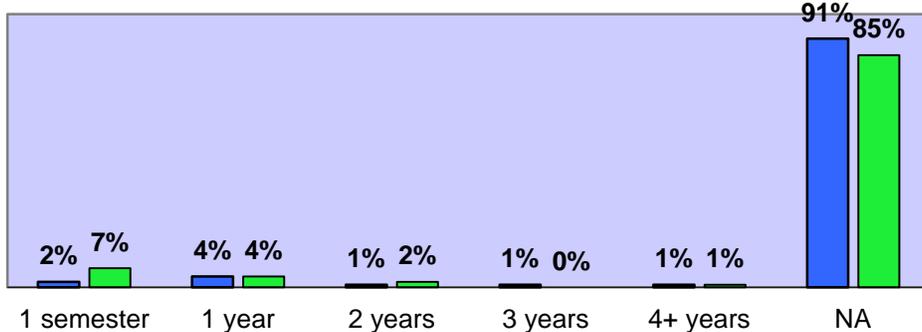
Q10. Held an internship in a government office.

■ FR ■ SR

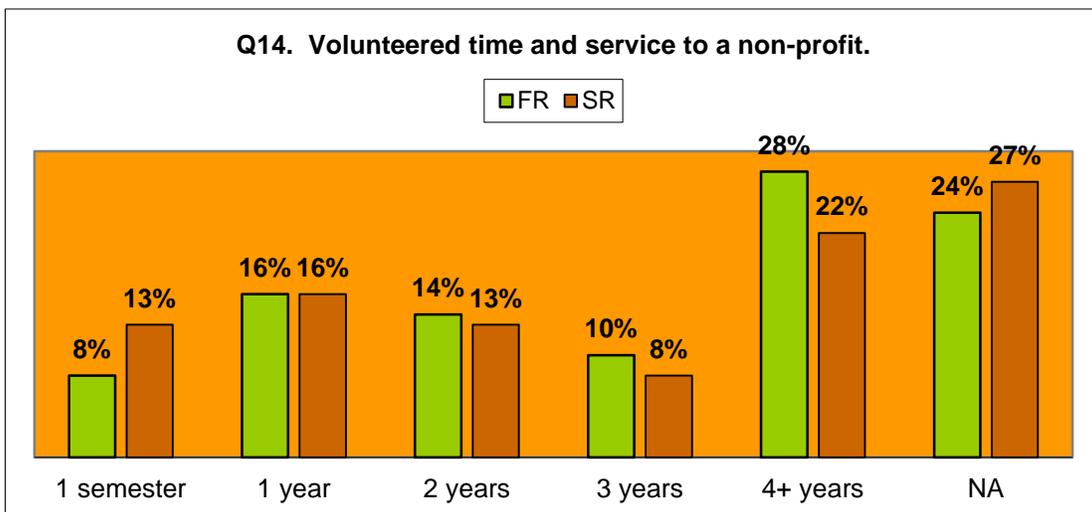
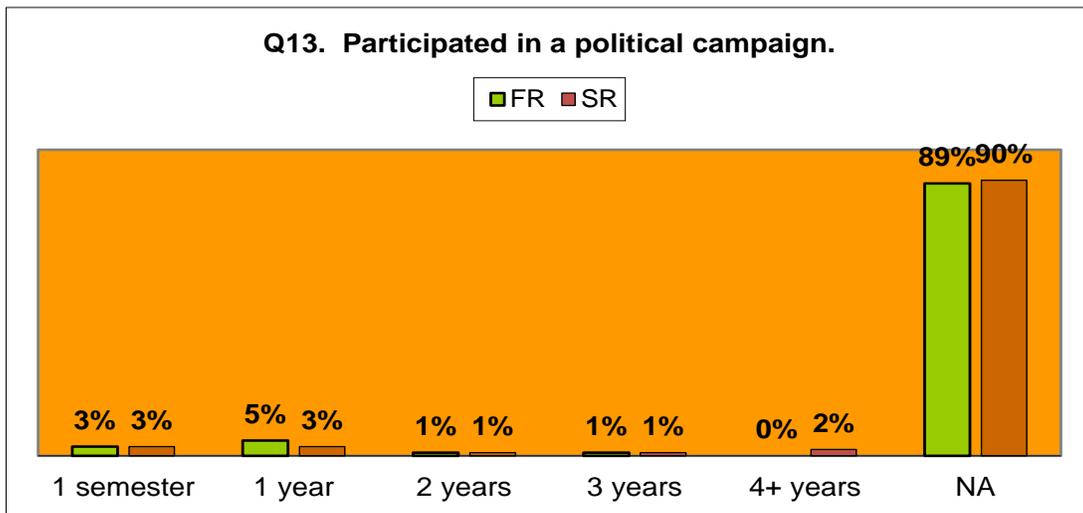
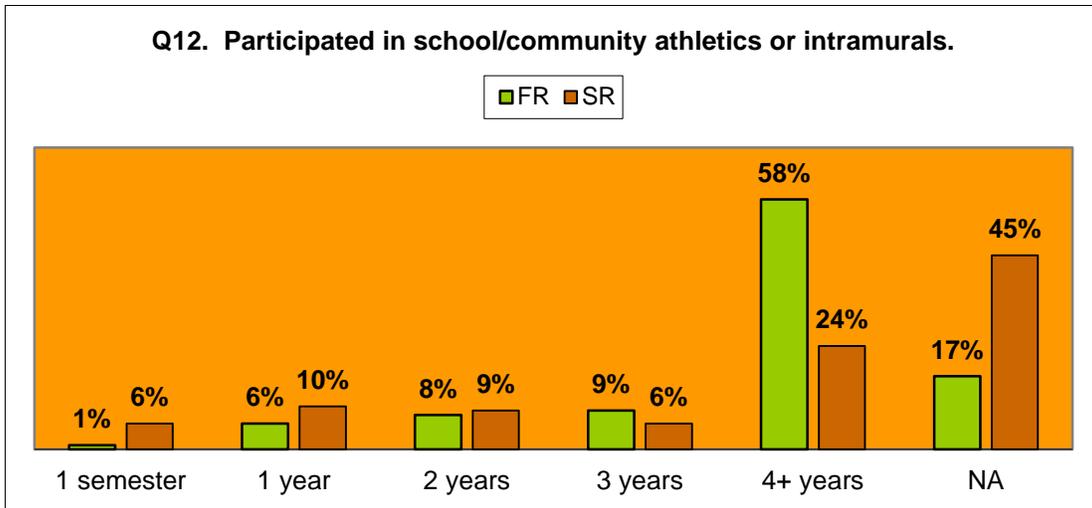


Q11. Held an internship with an organization dedicated to social change.

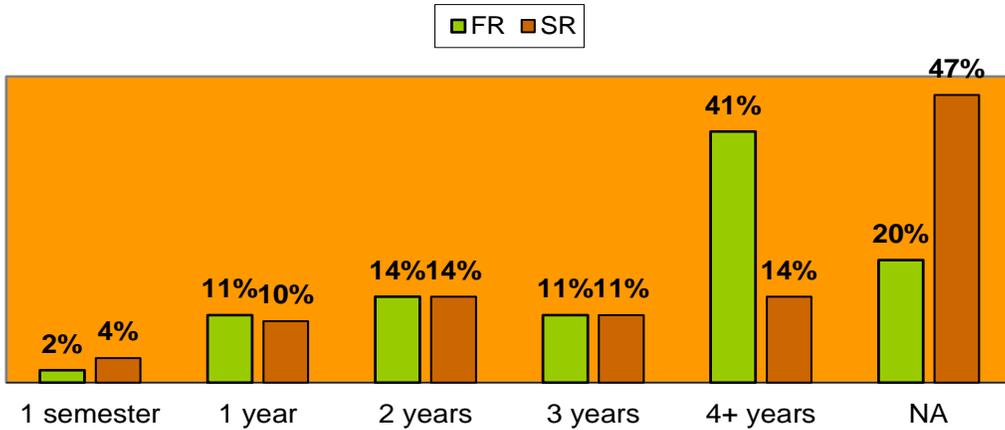
■ FR ■ SR



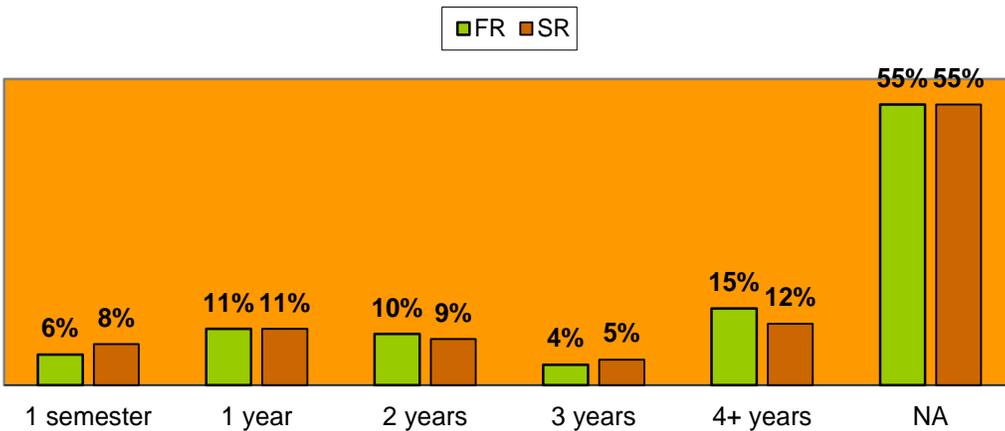
Participation in Co-Curriculum and Volunteer Work



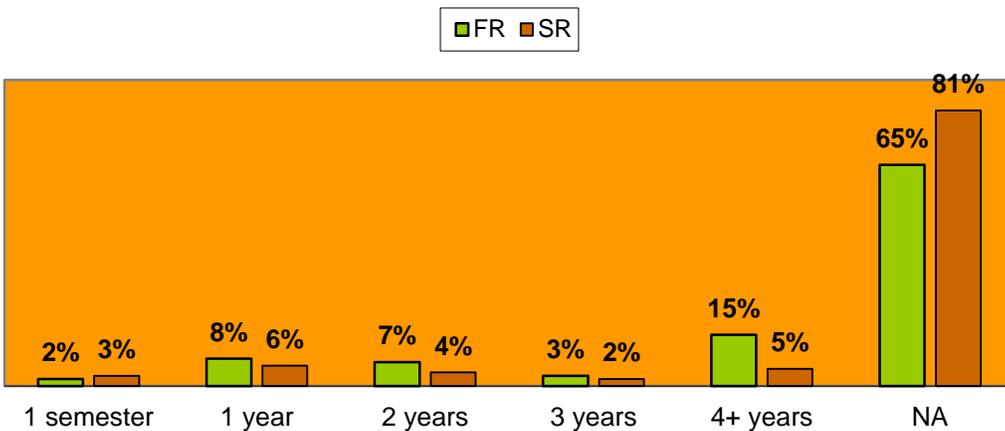
Q15. Member of a school club.



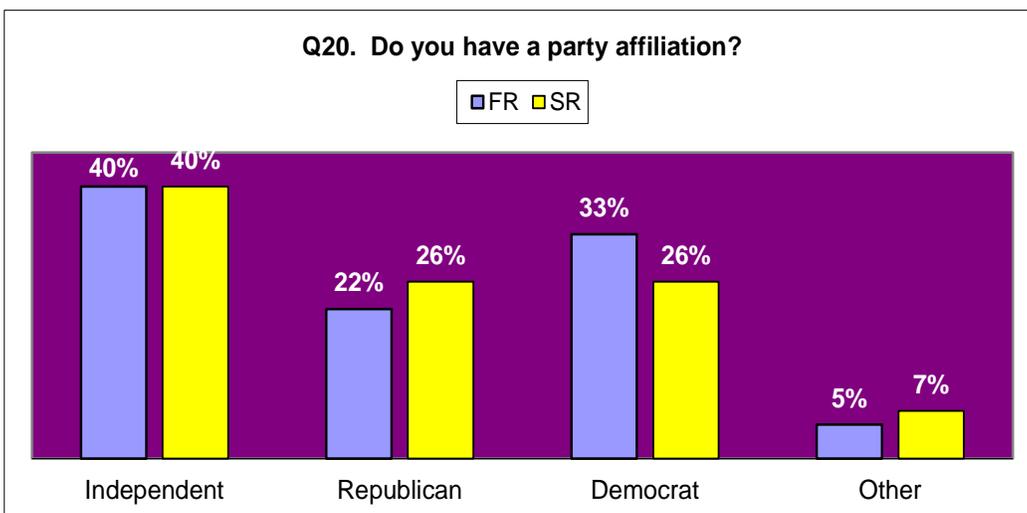
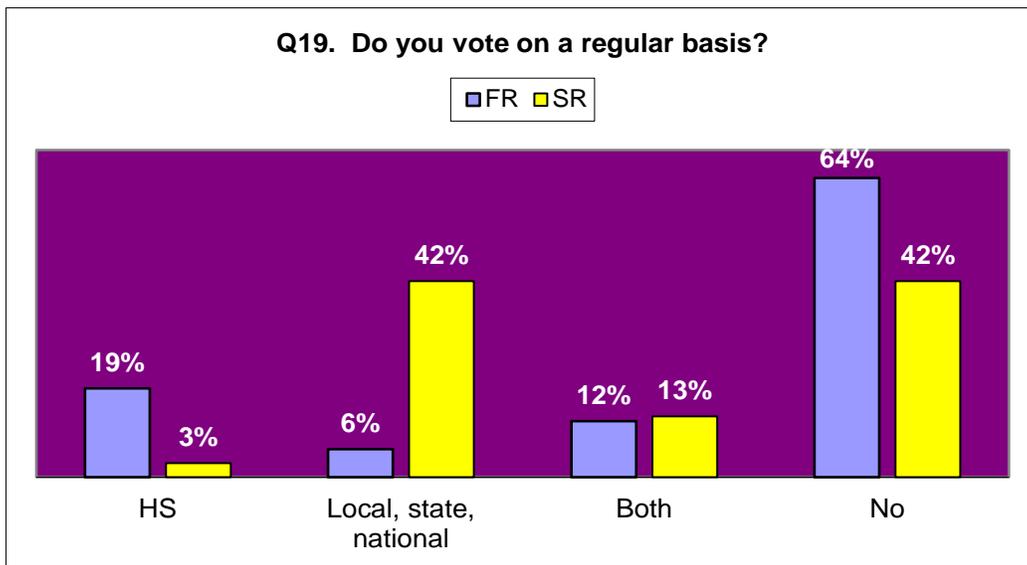
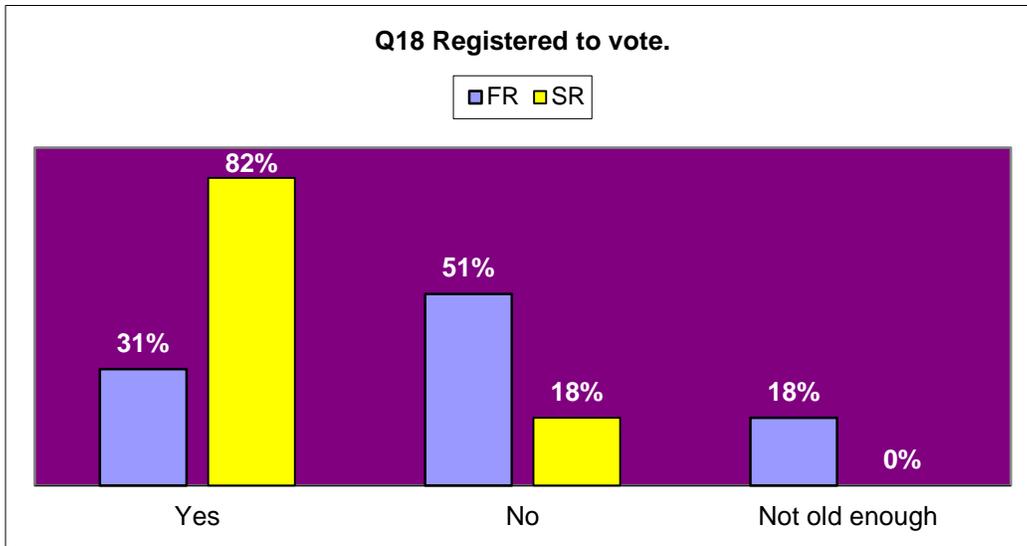
Q16. Solicited donations for a charity/non-profit organization.



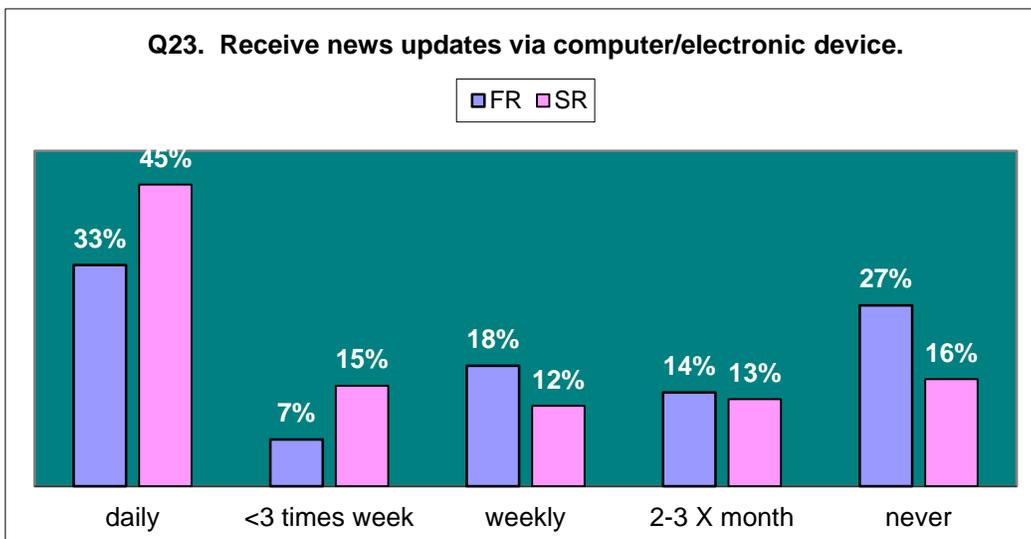
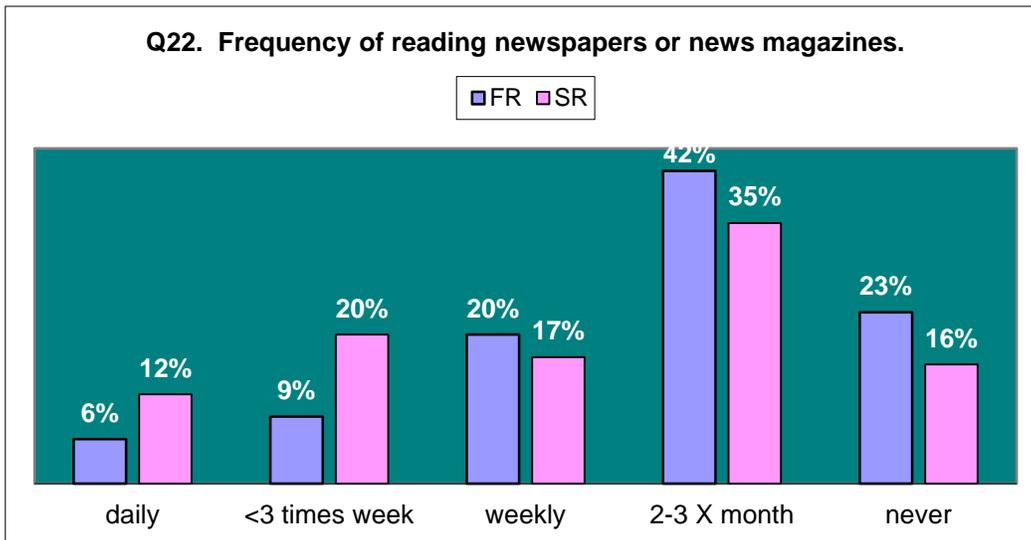
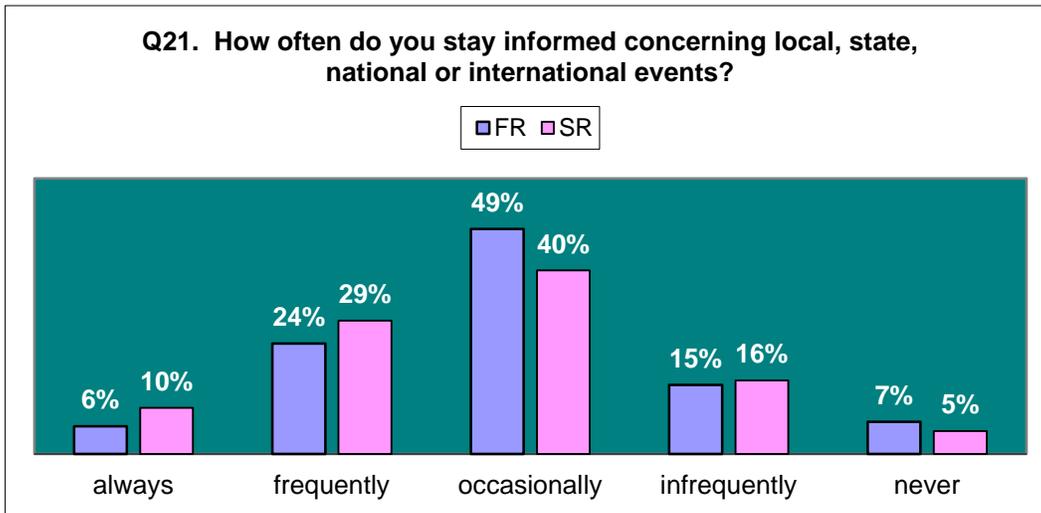
Q17. Participated in fundraising for a religious organization.



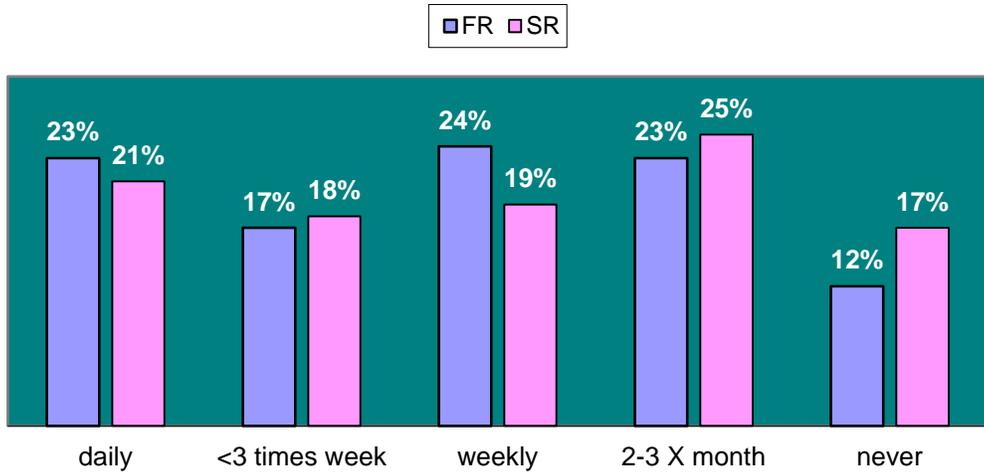
Political Activity and Party Affiliation



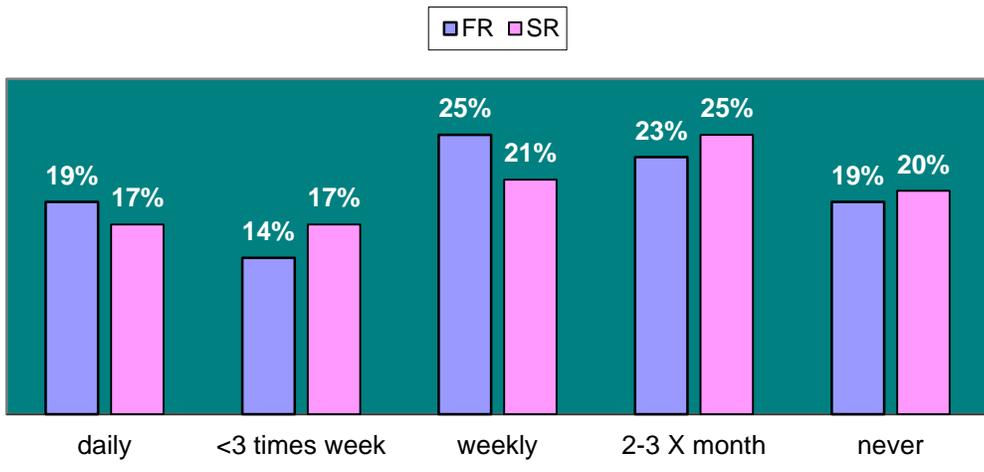
Staying Informed



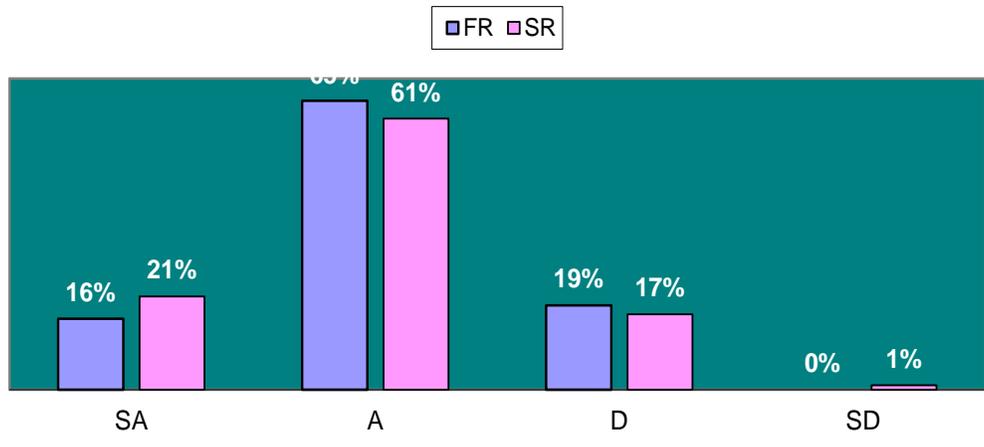
Q24. Watch a televised news program or channel.



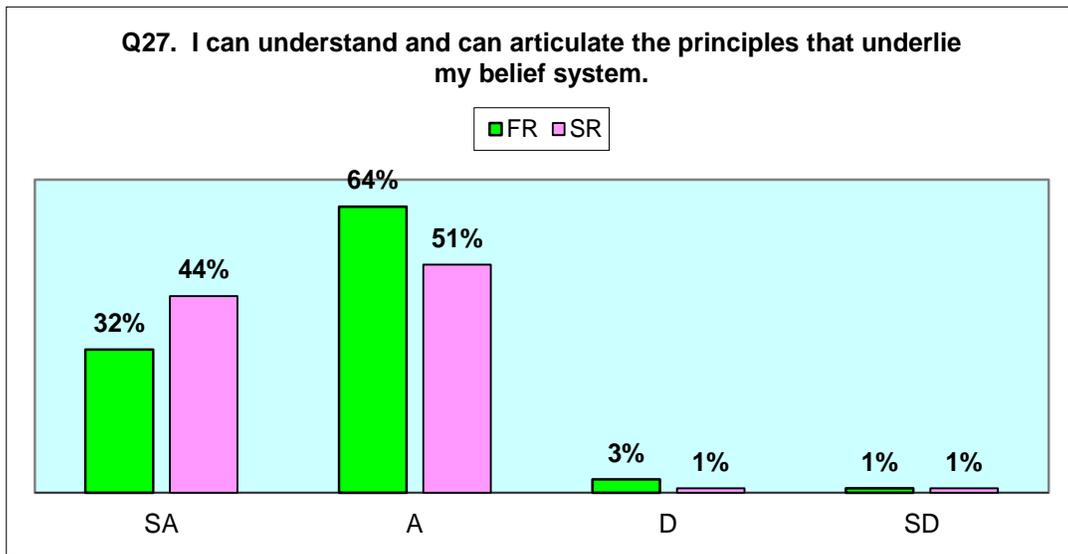
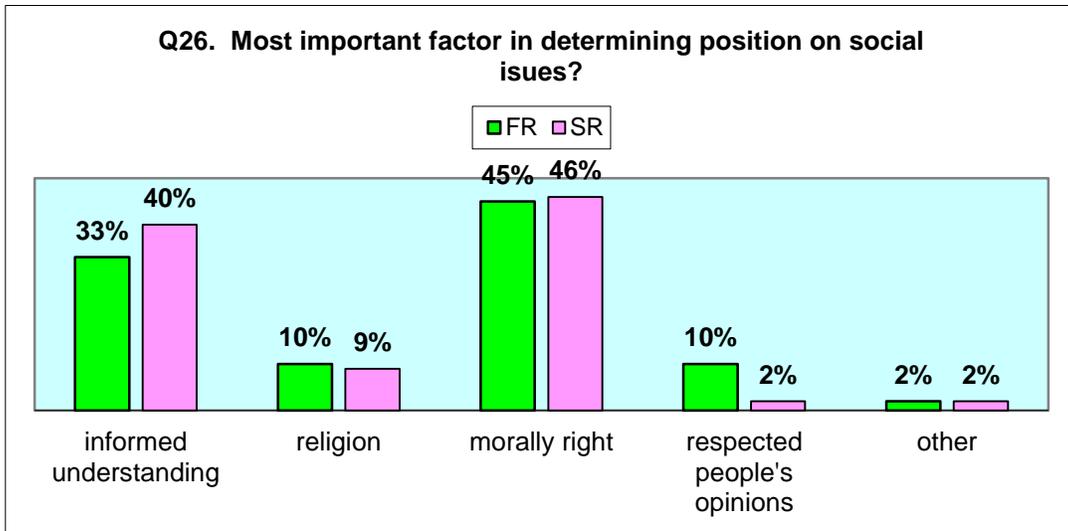
Q25. Watch a televised news entertainment show.



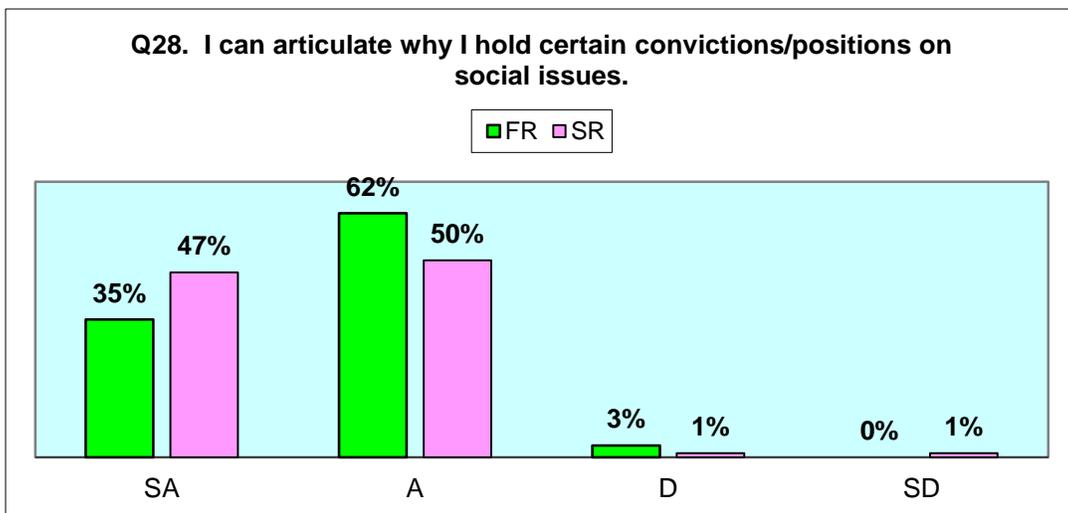
Q32. I fully inform myself on all aspects of a social issue before forming an opinion.



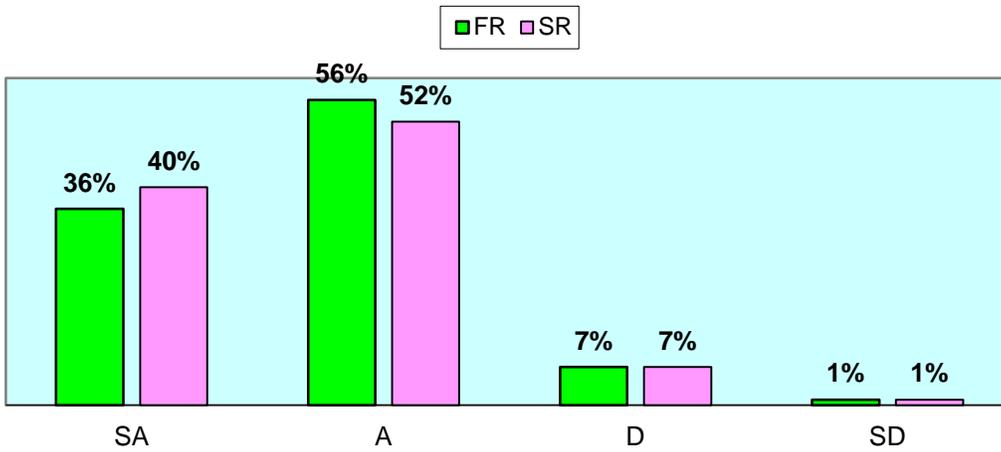
Beliefs and Decision-Making



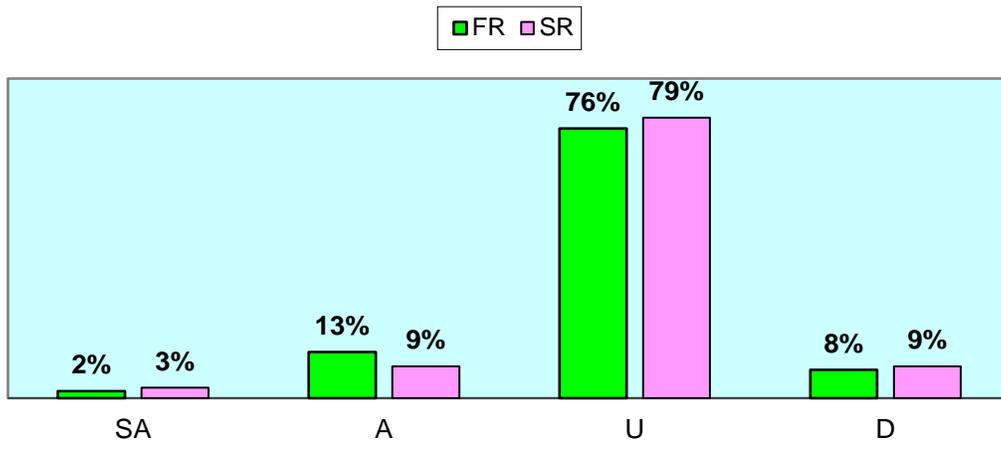
SA = strongly agree; A = agree; D = disagree; SD = strongly disagree



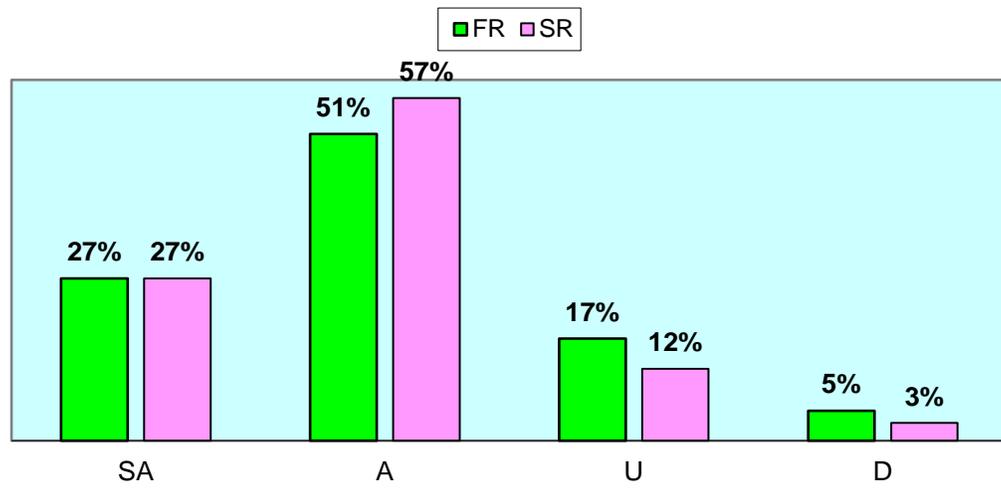
Q29. Citizenship requires paying taxes, voting, and obeying the law.



Q33. I never change my opinion on social issues.

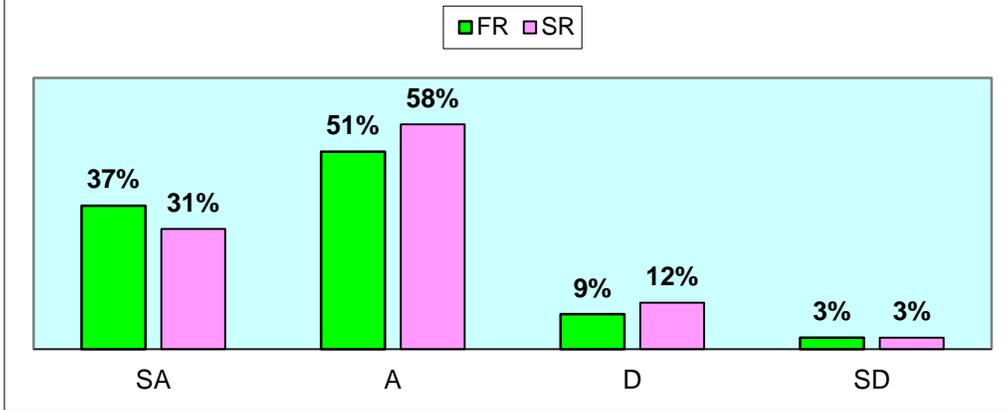


Q34. My high school education encouraged exploration and "going outside my comfort zone."



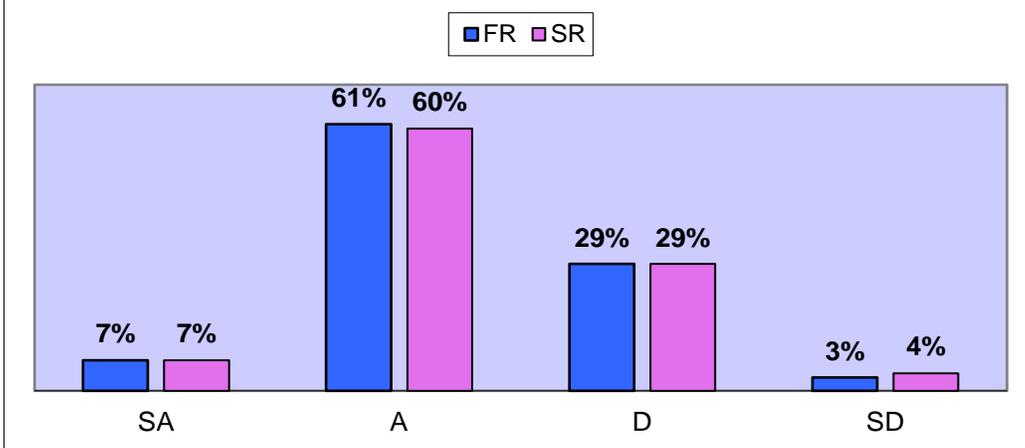
SA = strongly agree; A = agree; D = disagree; SD = strongly disagree

Q35. My high school education taught me to consider multiple perspectives when making decisions.

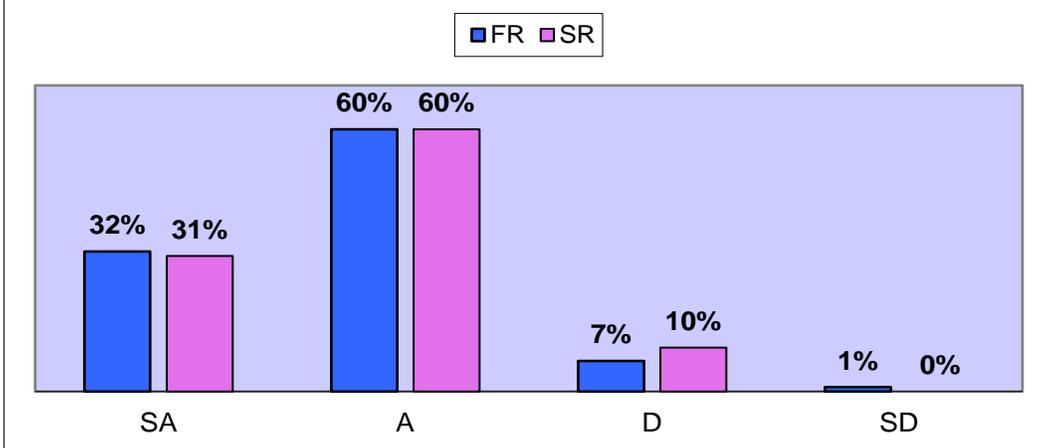


The Role of Citizens

Q30. Citizens should respect their government's decision.



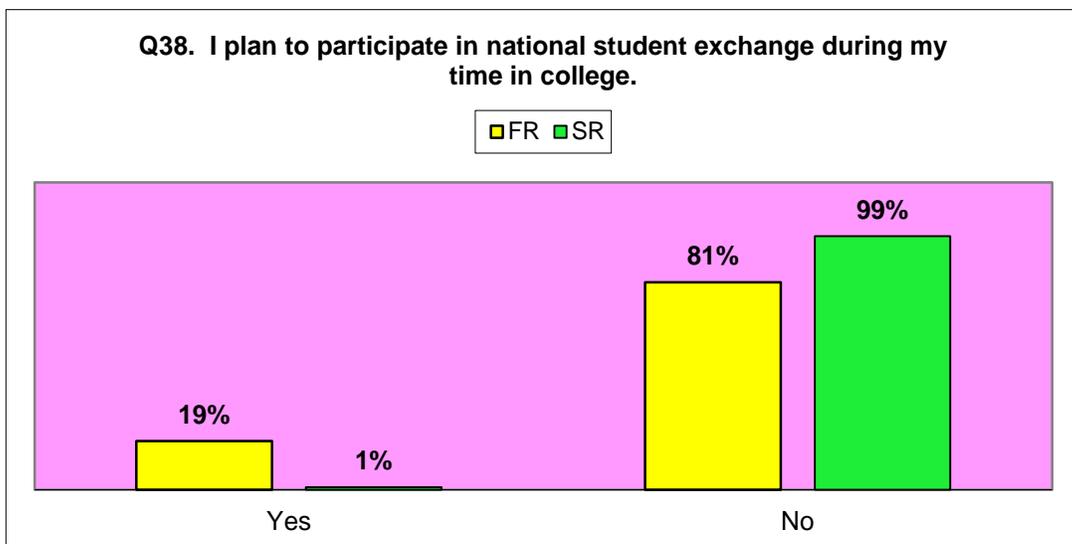
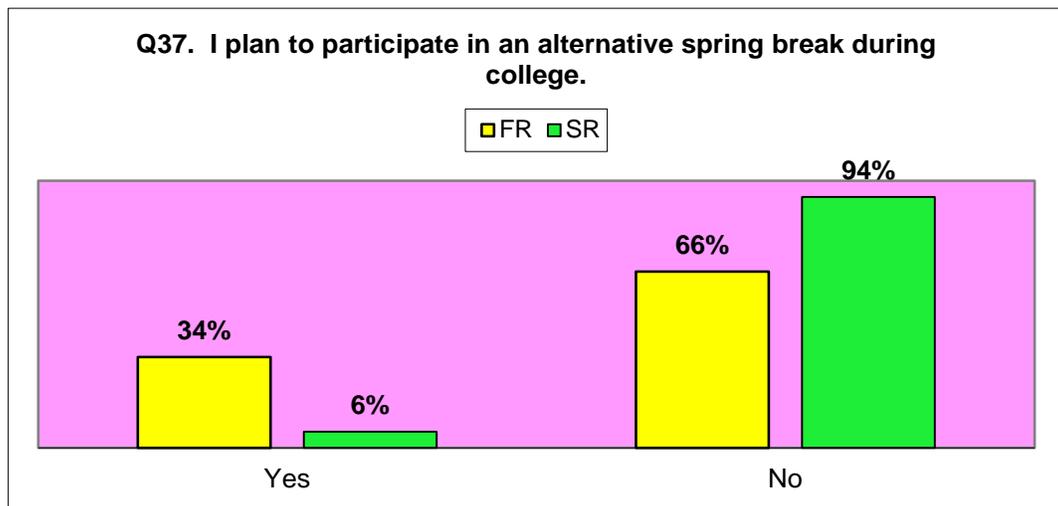
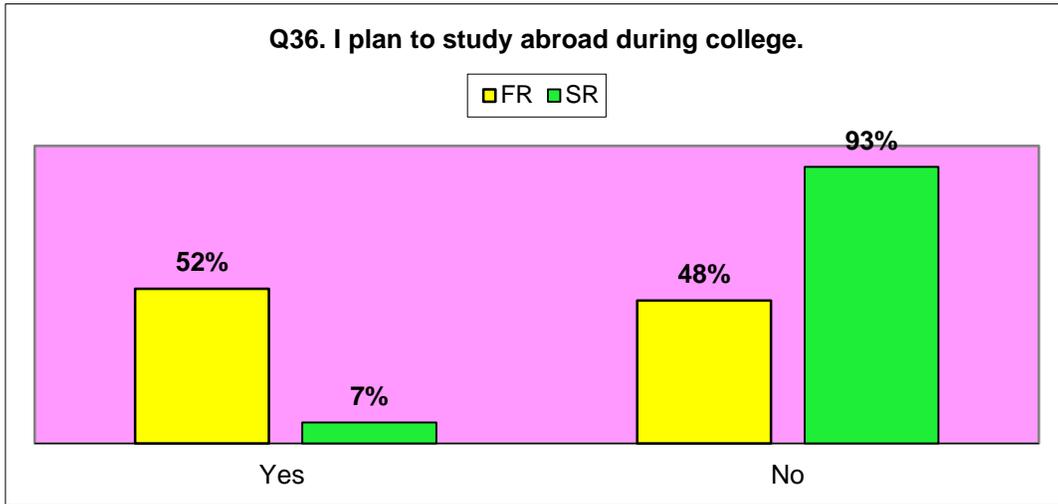
Q31. Citizens actively question government decisions.



SA = strongly agree; A = agree; D = disagree; SD = strongly disagree

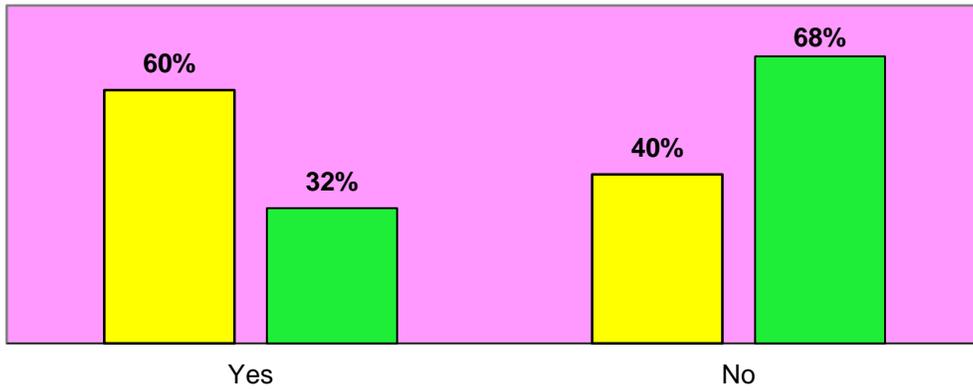
College Expectations Compared to Actual College Experience

Note: in the 5 charts that follow the question is phrased as it was asked for the freshmen. Seniors were asked if they participated in these activities/opportunities while at EIU.



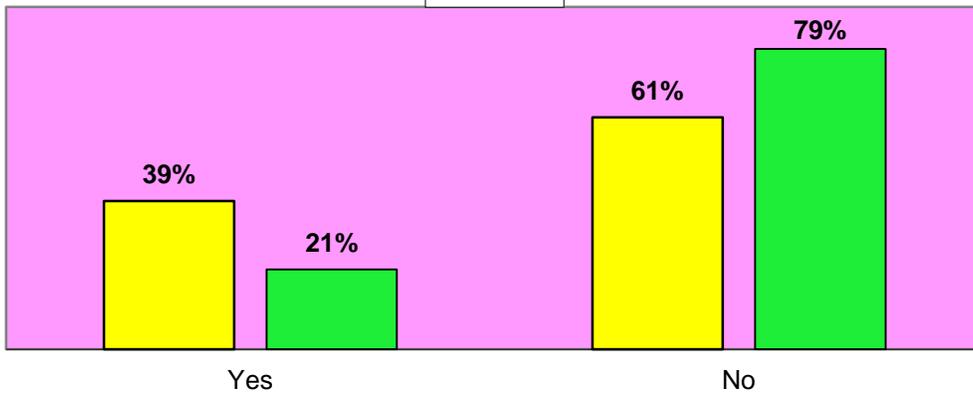
Q39. I plan to do service learning/volunteerism in college.

FR SR



Q40. I plan to do undergraduate research mentored by a faculty member in college.

FR SR



Speaking Across the Curriculum Report Data through Summer 2005-Spring 2014

At the University level, speaking data are collected in two required general education courses: at the 1000 level in CMN 1310G and at the senior level in the senior seminar courses. The following chart offers the speaking data collected over time from the freshman level course. Scores are based on the 4-point Likert scale adopted by Eastern wherein 4=highly competent; 3=competent; 2=minimally competent; and 1=not competent. Scores come from instructors who have given the assignment in the respective courses.

Freshman Holistic Scores by Academic Year (CMN 1310G)

	4-Highly Competent	3-Competent	2-Minimally Competent	1—Not Competent	Total¹
Fall 2003	118	429	185	4	746
Spring 2004	145	361	152	18	676
Total AY04	263 (18%)	790 (56%)	337 (24%)	22 (2%)	1,422
Summer 2004	9	18	2	1	30
Fall 2004	290	543	216	12	1,093
Spring 2005	152	257	82	7	516
Total AY05	451 (28%)	818 (50%)	302 (18%)	20 (1%)	1,639
Summer 2005	9	16	7	0	32
Fall 2005	178	423	145	6	791
Spring 2006	177	313	107	6	653
Total AY06	364 (25%)	52 (51%)	259 (18%)	12 (1%)	1,476
Summer 2006	0	16	14	0	31
Fall 2006	198	398	123	4	806
Spring 2007	145	244	119	2	542
Total AY07	343 (25%)	658 (48%)	256 (19%)	6 (0%)	1,369
Summer 2007	4	21	5	0	30
Fall 2007	240	401	70	8	774
Spring 2008	154	328	98	6	613
Total AY08	398 (28%)	750 (53%)	173 (12%)	14 (4%)	1,417
Summer 2008	5	22	7	0	37
Fall 2008	253	491	121	2	880
Spring 2009	153	291	85	8	542
Total AY09	411 (28%)	804 (55%)	213 (15%)	10 (4%)	1,459

¹ This column may include forms submitted without an overall holistic score.

Summer 2009	3	8	5	0	18
Fall 2009	251	488	81	4	827
Spring 2010	188	347	54	4	594
Total AY10	442 (31%)	843 (59%)	140 (10%)	8 (<1%)	1,439
Summer 2010	10	17	4	0	31
Fall 2010	221	419	113	4	57
Spring 2011	149	245	61	1	456
Total AY11	380 (31%)	681 (55%)	178 (14%)	5 (<1%)	1,244
Summer 2011	8	14	11	1	34
Fall 2011	196	460	110	9	775
Spring 2012	146	216	57	4	423
Total AY12	350 (28%)	690 (56%)	178 (14%)	14 (1%)	1,232
Summer 2012	0	15	0	0	15
Fall 2012	185	417	100	9	711
Spring 2013	157	228	43	5	433
Total AY13	342 (30%)	660 (57%)	154 (12%)	14 (1%)	1,159
Summer 2013	7	20	11	1	39
Fall 2013	194	364	135	7	782
Spring 2014	98	268	63	7	439
Total AY14	299 (25%)	652 (56%)	209 (18%)	15 (1%)	1,269

Senior Holistic Scores by Academic Year (EIU 41XX)

	4-Highly Competent	3-Competent	2-Minimally Competent	1—Not Competent	Total ²
FA04	249	266	25	0	545
SP05	328	320	48	4	770
Total AY05	577 (44%)	586 (45%)	73 (6%)	4 (<1%)	1315
SU05	245	319	36	0	610
FA05	283	273	13	0	578
SP06	437	516	29	6	1052
Total AY06	965 (43%)	1108 (49%)	78 (3%)	6 (0%)	2,240
SU06	283	309	38	0	652
FA06	275	338	21	6	690
SP07	470	362	30	0	871

² This column may include forms submitted without an overall holistic score.

Total AY07	1028 (46%)	1009 (46%)	89 (4%)	6 (0%)	2,213
SU07	376	279	23	1	684
FA07	363	324	54	1	759
SP08	412	314	22	0	767
Total AY08	1,151 (52%)	917 (41%)	99 (4%)	2 (0%)	2,210
SU08	343	219	7	1	574
FA08	437	227	41	1	711
SP09	496	347	42	2	889
Total AY09	1,276 (59%)	793 (36%)	90 (4%)	4 (<1%)	2,174
SU09	312	231	11	0	556
FA09	498	245	18	0	767
SP10	465	341	31	2	842
Total AY10	1,275 (59%)	817 (38%)	60 (3%)	2 (<1%)	2,165
SU10	389	203	27	0	619
FA10	494	260	44	3	801
SP11	573	237	14	0	824
Total AY11	1,456 (65%)	700 (31%)	85 (4%)	3 (<1%)	2,244
SU11	311	249	20	0	580
FA11	390	272	31	0	693
SP12	569	323	26	1	919
Total AY12	1270 (58%)	844 (39%)	77 (4%)	1 (<1%)	2192
SU12	319	193	14	0	526
FA12	525	308	23	2	858
SP13	564	252	17	1	834
Total AY13	1408 (63%)	753 (34%)	54 (2%)	3 (<1%)	2218
SU13	243	179	16	0	520
FA13	509	183	16	1	813
SP14	505	272	18	0	799
Total AY14	1257 (65%)	634 (33%)	50 (<1%)	1 (<1%)	2132

Trait	AY14 CMN 1310 Average	+/- Previous AY	EIU 4### Average	+/- Previous AY
Organization	3.31	Nc	3.63	+.03
Language	3.17	-.03	3.67	+.02
Material (Content)	2.98	-.12	3.61	+.04
Analysis	3.14	-.02	3.56	+.01
Nonverbal Delivery	2.97	-.03	3.45	-.06
Verbal Delivery	3.04	-.10	3.49	-.01
Holistic Score	3.05	-.10	3.62	+.01

The following chart indicates the average holistic scores by college and major for speeches given in CMN 1310G and Senior Seminars for AY14.

Major	CMN Average Rating	Number of Submissions	+/- Previous AY	EIU 4### Average Rating	Number of Submissions	+/- Previous AY
All Submissions	3.15	1159	+.04	3.62	1942	+.01
College of Arts & Humanities	3.17	163	-.02	3.62	395	+.01
African American Studies		0	--	3.0	2	nc
Art	3.28	25	+.12	3.69	55	+.17
Communication Studies	2.96	45	-.22	3.56	208	nc
English	3.38	24	+.12	3.64	28	-.21
Foreign Languages	3.0	4	=	3.83	6	-.07
History	3.0	17	-.32	3.75	41	-.03
Journalism	3.30	20	+.11	3.63	27	+.05
Music	3.32	19	+.17	3.81	21	+.07
Philosophy	3.0	3	=	3.75	4	-.08
Social Science	3.5	2	=	3.67	3	-.08
Theater Arts	3.0	4	+.17	3.17	6	-.03
College of Education & Professional Studies	3.16	269	+.03	3.60	459	nc
EC/ELE/MLE	3.23	92	+.09	3.59	110	-.12
Health Studies	3.0	23	-.36	3.67	49	+.09
Kinesiology & Sports Studies	3.06	96	-.04	3.60	215	+.08
Recreation Administration	3.0	13	-.50	3.46	28	-.29
Special Education	3.36	45	+.20	3.60	55	+.06
College of Sciences	3.18	330	-.02	3.65	396	-.01
Biological Sciences	3.28	67	+.07	3.69	59	+.09
Chemistry	3.44	9	+.23	3.71	7	+.09
Clinical Laboratory Science	2.40	5	-1.0	3.67	6	+.17
Communication Disorders & Sciences	3.57	21	+.34	3.70	37	+.06
Economics	3.33	3	+.16	3.63	11	+.23
Geology/Geography	3.67	3	+.25	3.57	21	-.08
Mathematics	3.0	23	-.38	3.77	13	+.03
Mathematics & Computer Sciences	2.67	6	-1.0	3.50	2	-.25
Nursing		0	--	3.20	5	-.58
Physics	2.70	10	-.66	4.00	3	nc
Political Science	3.44	9	+.16	3.89	19	+.34
Pre-Health Professions	2.97	67	-.21	3.59	22	-.18
Psychology	3.30	61	+.21	3.63	101	-.02
Science TC	3.0	3	=	3.80	10	+.05
Sociology	3.16	43	+.06	3.58	80	-.08

Major	CMN Average Rating	Number of Submissions	+/- Previous AY	EIU 4### Average Rating	Number of Submissions	+/- Previous AY
College of Continuing Education—Bachelor of General Studies	3.0	2	+0.75	3.64	207	+0.09
Lumpkin College of Business & Applied Sciences	3.13	217	+0.02	3.61	486	+0.02
School of Business	3.11	145	-0.03	3.64	250	+0.02
Accounting	2.67	3	-0.83	3.76	58	+0.03
Business Administration		0	--	3.50	6	-0.19
Finance	3.5	2	+0.05	3.57	35	+0.04
Management	3.67	3	+3.67	3.59	56	+0.06
Management Information Systems	3.0	1	=	3.72	18	+0.01
Marketing	-	0	-4.0	3.73	45	+0.13
Pre-Business	3.11	136	-0.01	3.47	32	-0.01
School of Family & Consumer Sciences	3.12	43	-0.02	3.58	147	+0.07
Apparel/Consumer Affairs/Hospitality Management/Merchandising	3.33	18	+0.16	3.58	36	-0.04
Dietetics	3.50	4	+0.5	3.70	17	+0.32
Family Services	2.86	21	-0.31	3.55	94	+0.08
Business		0	--		0	
School of Technology	3.24	29	=	3.55	89	-0.09
Organizational & Professional Development	3.5	2	+3.5	3.66	44	-0.01
Career & Technical Education	3.0	5	-0.57	3.64	11	-0.14
Applied Engineering Technology	3.27	22	+0.50	3.38	34	-0.21
Center for Academic Support & Assessment—Undeclared	3.07	175	+0.17	4.0	1	nc

**Longitudinal Data¹ on
Eastern Illinois University's
University Foundations Course (Freshman Seminar)**

Total Number of First-time Freshmen

Year	Number of Students Participating in UF	Number of Students Not Participating in UF	Total First-time Freshmen	Percentage of Class in UF
2009	668	1,037	1,705	39%
2010	603	872	1,475	41%
2011	583	777	1,360	43%
2012	553	681	1,234	45%
2013	555	699	1,254	44%

160 students were in Gateway and in UF in Fall 2013 (29% of UF students were Gateway students)

Gender Breakdown

Year	UF Males	Total First-Time Freshman Males	UF Females	Total First-time Freshman Females
2009	39%	39%	61%	61%
2010	34%	38%	66%	62%
2011	33%	37%	67%	63%
2012	32%	36%	68%	64%
2013	34%	36%	66%	64%

Ethnic Background Breakdown

Year	UF Minority	UF White	Total First-Time Freshman Minority	Total Freshman White
2009	35%	65%	23%	77%
2010	40%	57%	26%	71%
2011	44%	52%	29%	68%
2012	52%	46%	34%	64%
2013	50%	50%	33%	67%

¹ All data was provided by the Office of Planning, Budget, and Institutional Research.

Retention Rates

Years	University Foundations Students Returning Fall (not Gateway/ BOOST)	Gateway Students Enrolled in UF Returning Fall	BOOST Students Enrolled in UF Returning Fall	Non-University Foundations Students Returning Fall
Fall 2008-Fall 2009	78%	74%	74%	79%
Fall 2009-Fall 2010	84%	74%	79%	79%
Fall 2010-Fall 2011	79%	70%	79%	80%
Fall 2011-Fall 2012	80%	72%	87%	81%
Fall 2012-Fall 2013	78%	63%	NA	85%
Average	82%	75%	78%	80%

Cumulative GPA after First Three Semesters

Year	University Foundations Students	Gateway Students in UF	BOOST Students in UF	Non-University Foundations Students
2008	2.75	2.62	NA	2.92
2009	2.71	2.41	2.27	2.87
2010	2.81	2.57	2.46	2.90
2011	2.79	2.51	2.36	2.93
2012	2.86	2.58	NA	2.96
Average	2.79	2.47	2.36	2.87

Percentage of Students on Probation after First Year

Year	University Foundations Students	Gateway Students	BOOST Students	Non-University Foundations Students
2008	7%	6%	NA	5%
2009	8%	9%	20%	6%
2010	7%	5%	16%	6%
2011	6%	4%	20%	4%
2012	4%	4%	NA	5%

Percentage with a Declared Major after First Year

Year	University Foundations Students ^o	Non-University Foundation Students	Gateway Students	BOOST
2008	67%	73%	66%	No data
2009	72%	73%	61%	54%
2010	68%	74%	64%	59%
2011	73%	74%	69%	83%
2012	73%	79%	61%	NA

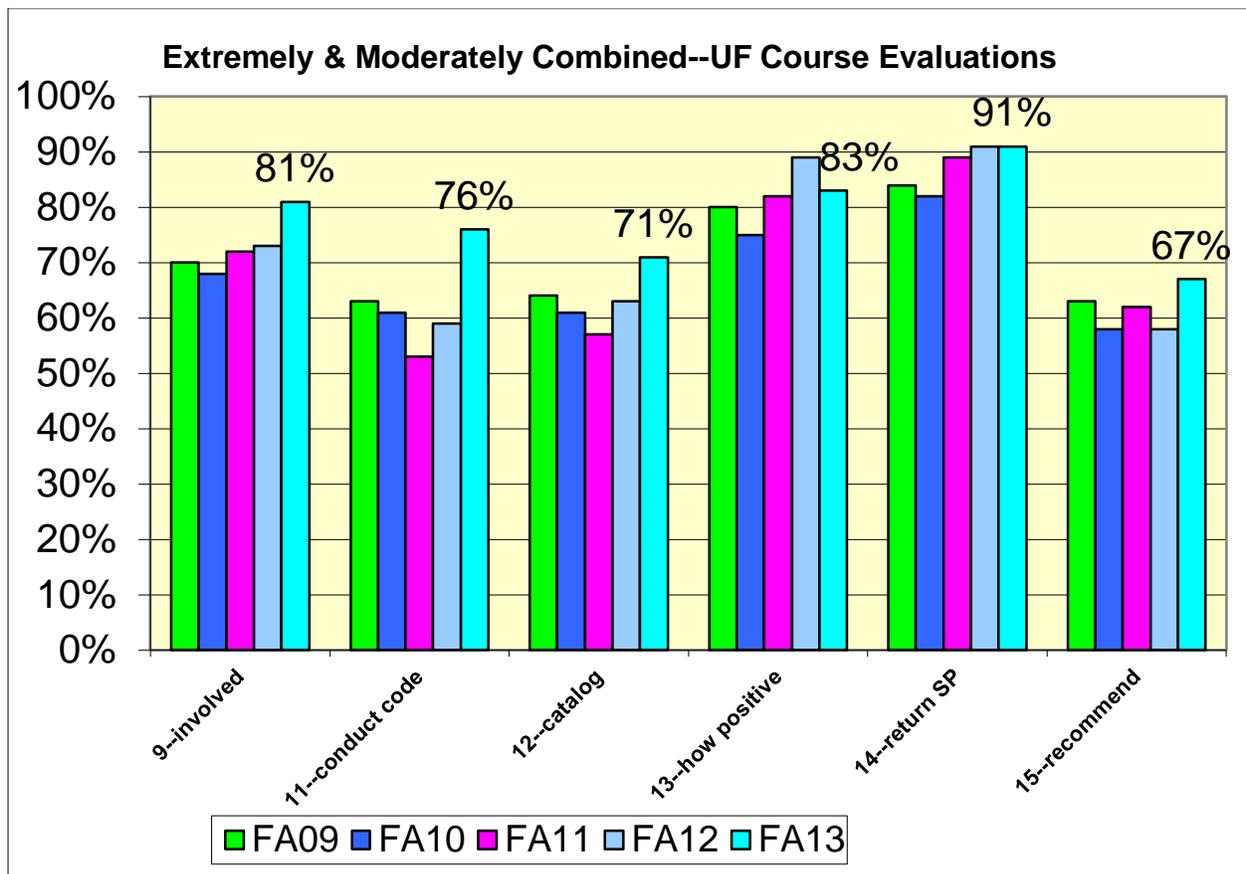
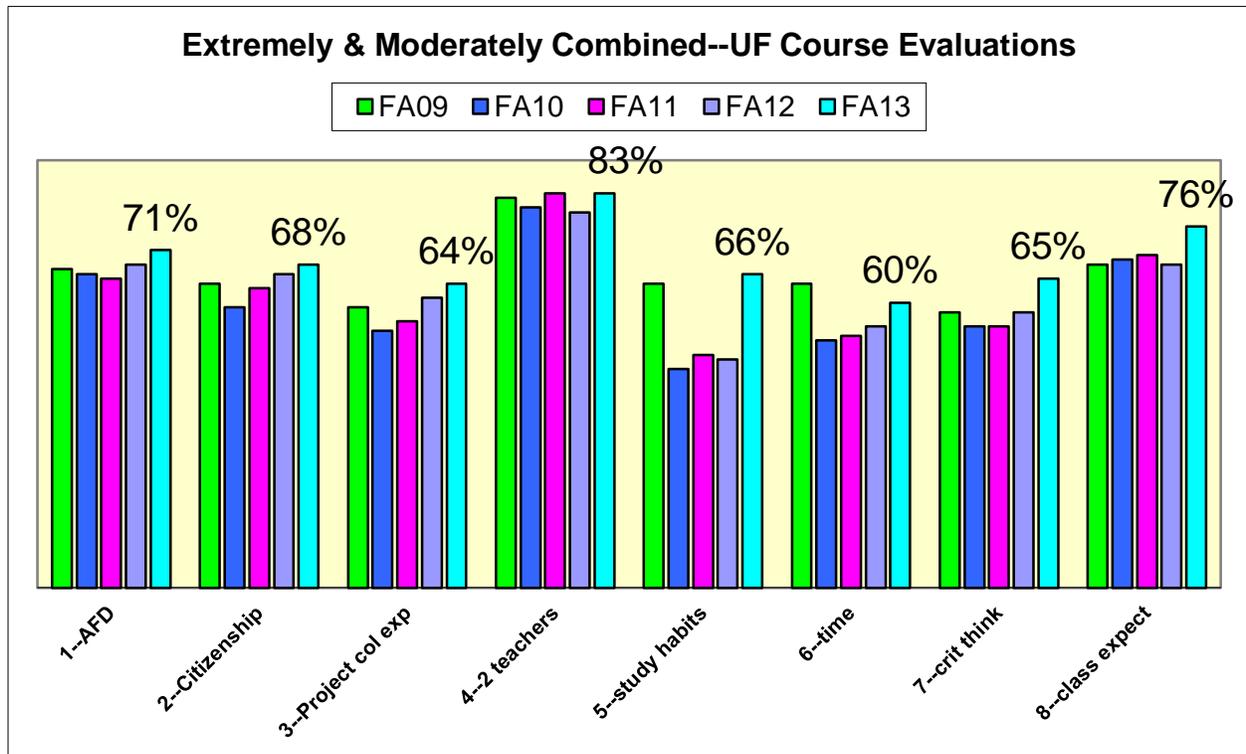
First-Time Freshmen ACT Scores

	Non-UF	UF	Non-UF	UF	Non-UF	UF	Non-UF	UF
	<18	<18	19-20	19-20	21-25	21-25	>26	>26
2009	5%	20%	21%	27%	55%	46%	19%	7%
2010	7%	16%	25%	36%	50%	44%	18%	4%
2011	5%	19%	26%	28%	49%	47%	20%	6%
2012	3%	41%	21%	26%	53%	29%	23%	4%
2013	5%	13%	18%	32%	53%	50%	24%	5%

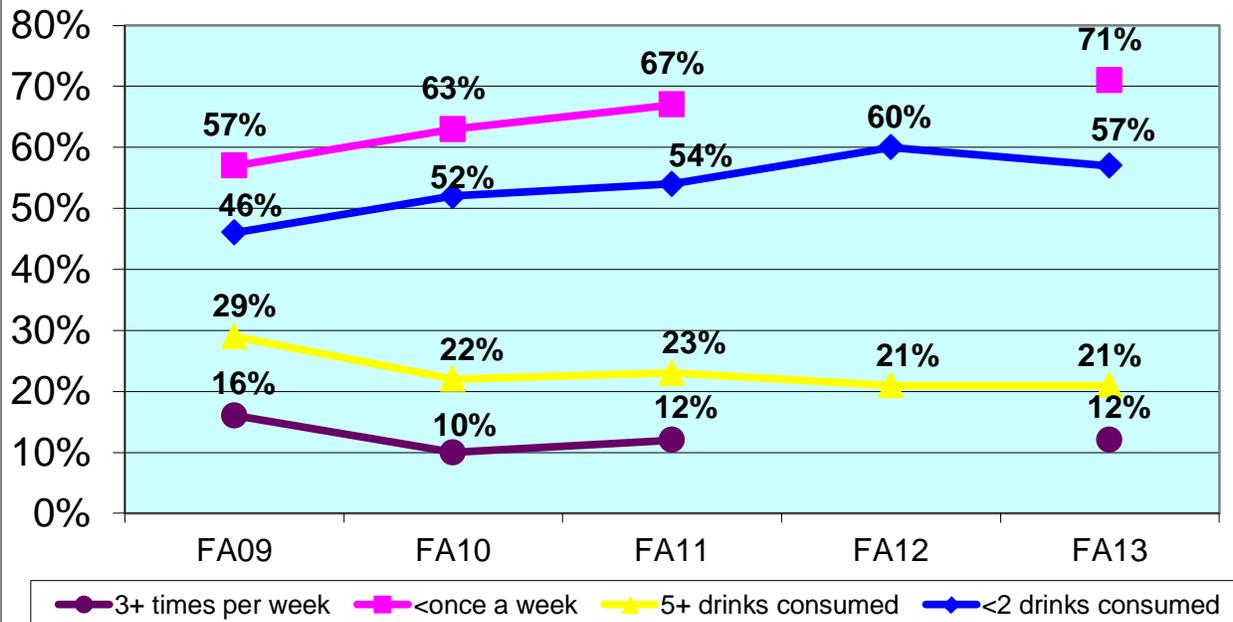
High School Rank

	Participants in UF	Non-Participants in UF	Gateway	BOOST
2009	Top Half 44% Bottom Half 56%	Top Half 40% Bottom Half 60%	Top Half 46% Bottom Half 54%	
2010	Top Half 51% Bottom Half 49%	Top Half 59% Bottom Half 41%	Top Half 57% Bottom Half 43%	Top Half 32% Bottom Half 68%
2011	Top Half 53% Bottom Half 47%	Top Half 57% Bottom Half 43%	Top Half 48% Bottom Half 52%	Top Half 48% Bottom Half 52%
2012	Top Half 50% Bottom Half 50%	Top Half 62% Bottom Half 38%	Top Half 40% Bottom Half 60%	N/A
2013	Top Half 46% Bottom Half 54%	Top Half 54% Bottom Half 46%	Top Half 41% Bottom Half 59%	N/A

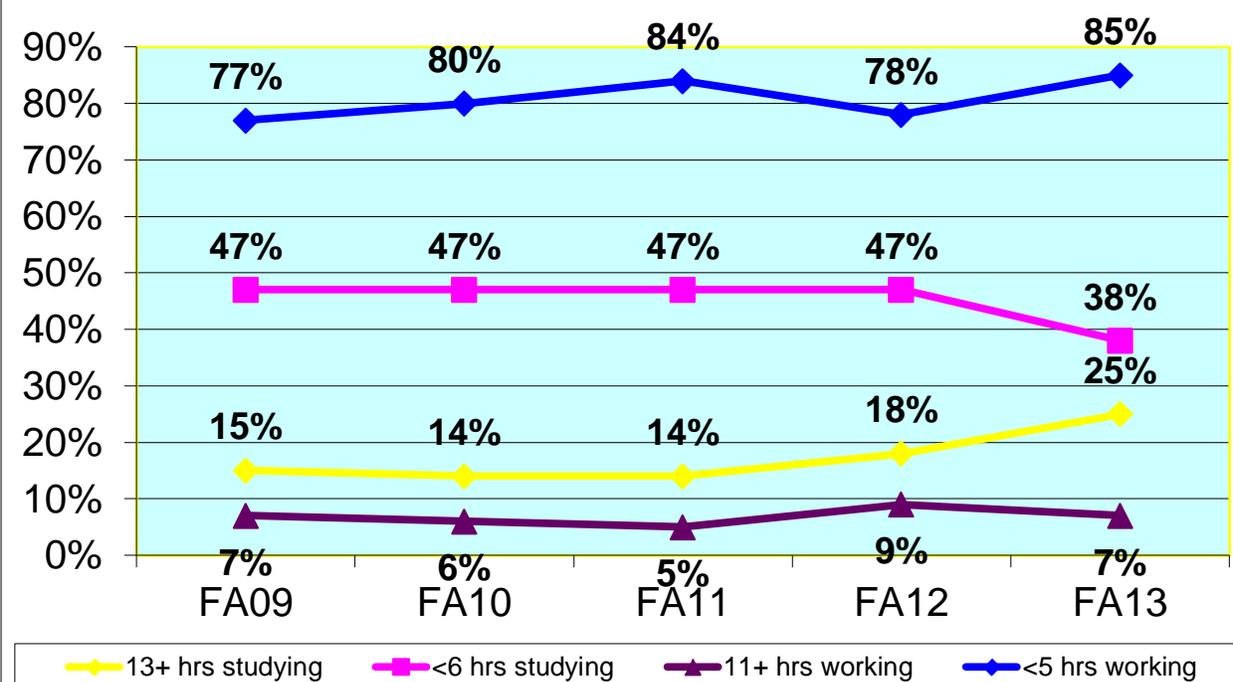
FA13 Data for Workshop



Drinking Behaviors



Work and Study Habits



University Foundations Citizenship Activity Report Fall 2013

Number of Total Sections: 30
 Number of Group Projects: 6
 Number of Individual Projects: 13
 Number of Both Group & Individual: 9
 Number of Students: 594
 Service learning projects: 27
 Volunteerism: 3

Total Money Collected:

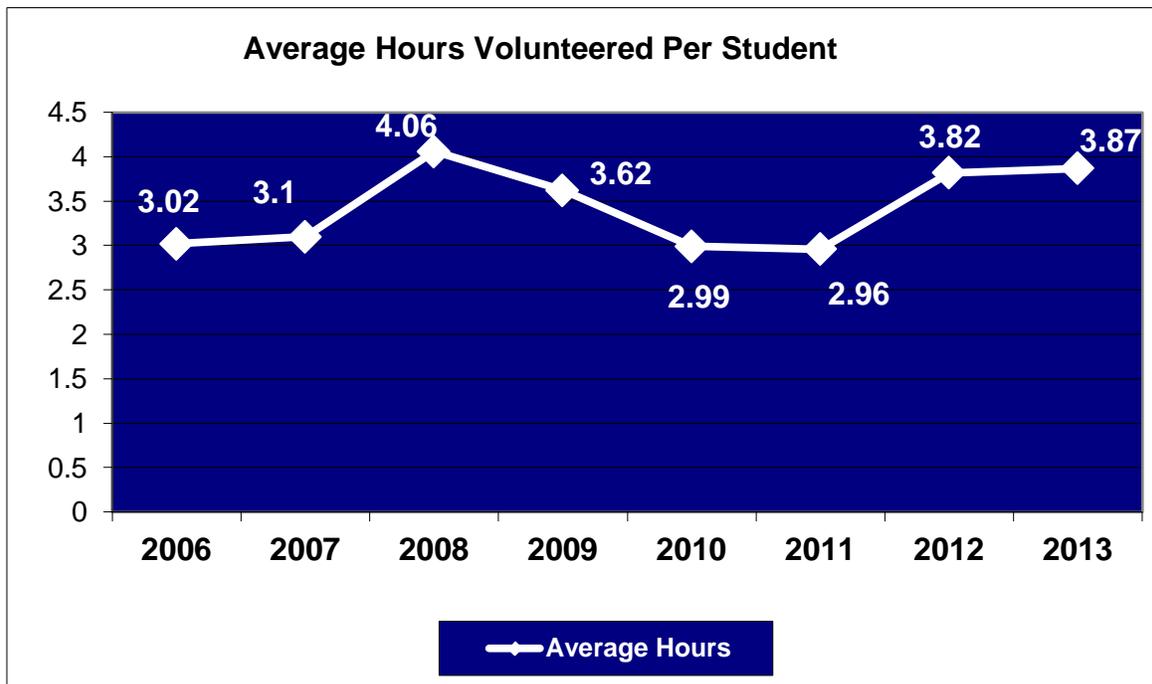
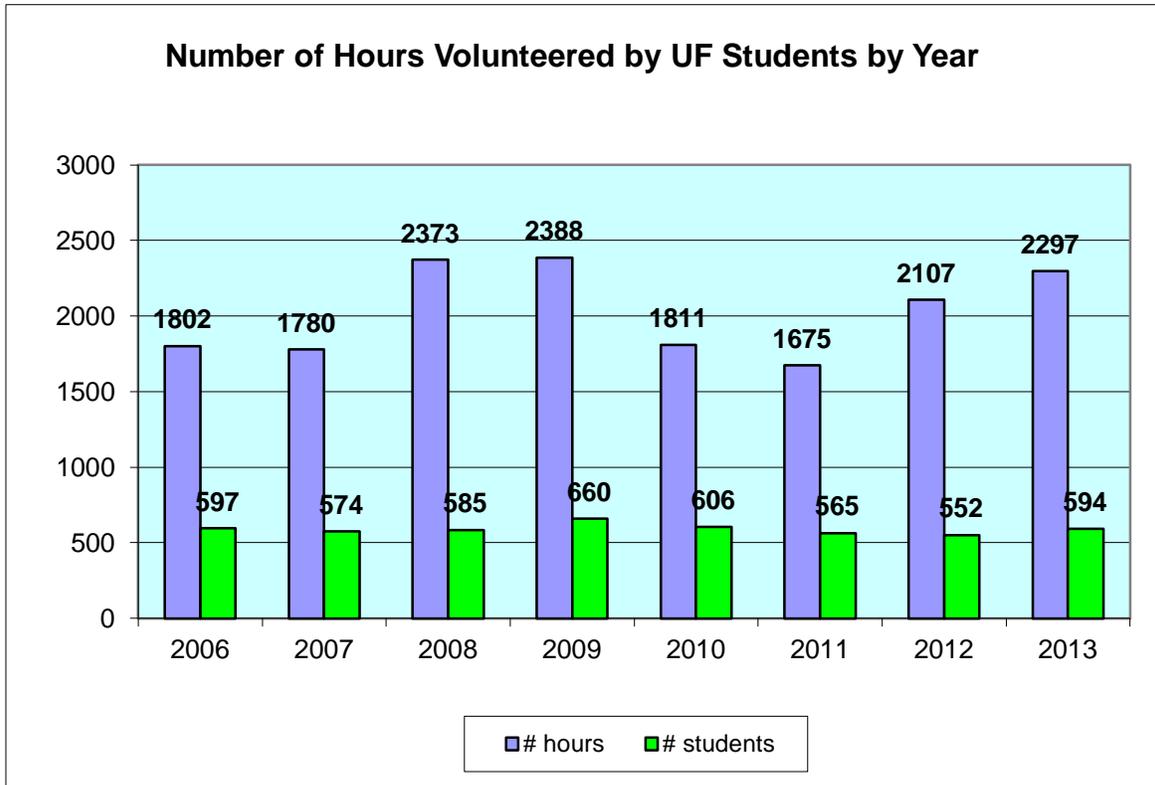
\$300—Coles County Humane Assoc.
 \$386.29—Stand Up to Cancer

Students also collected several boxes of items to send to soldiers overseas

Sample Projects:

- Walked and groomed animals at the Animal Shelter and cleaned out cages
- Visited with nursing home residents and played games and painted nails
- Cleaned trash around town—one class cleaned up after Homecoming parade
- Adopt-a-Soldier—sent letters and packages
- Assisted in the Red Week activities
- Special Olympics—friend for a day
- Participated in Relay for Life & Stand Up to Cancer
- Clean-up and preparation for haunted trail at Douglas-hart nature center
- Teen Reach—tutoring and games with local teens
- Aided in Girls on the Run
- Made fleece blankets for One Community Christmas
- Sorted clothing and other items at Salvation Army Store and Standing Stone
- Volunteered at Billy's backyard
- Worked at PADS to help prepare meals
- Painted tables at Morton Park; put playground equipment together for local parks
- Volunteered at Family Fun Night for Homecoming
- Interviewed students for Counseling Center video on being a bystander

Total hours volunteered for the semester: 2297 This number shows an increase of 190 hours from 2012 (552 students). Average hours completed: 3.87 hours, which shows a decrease of .05 hours from the previous fall and is the highest average since FA08.

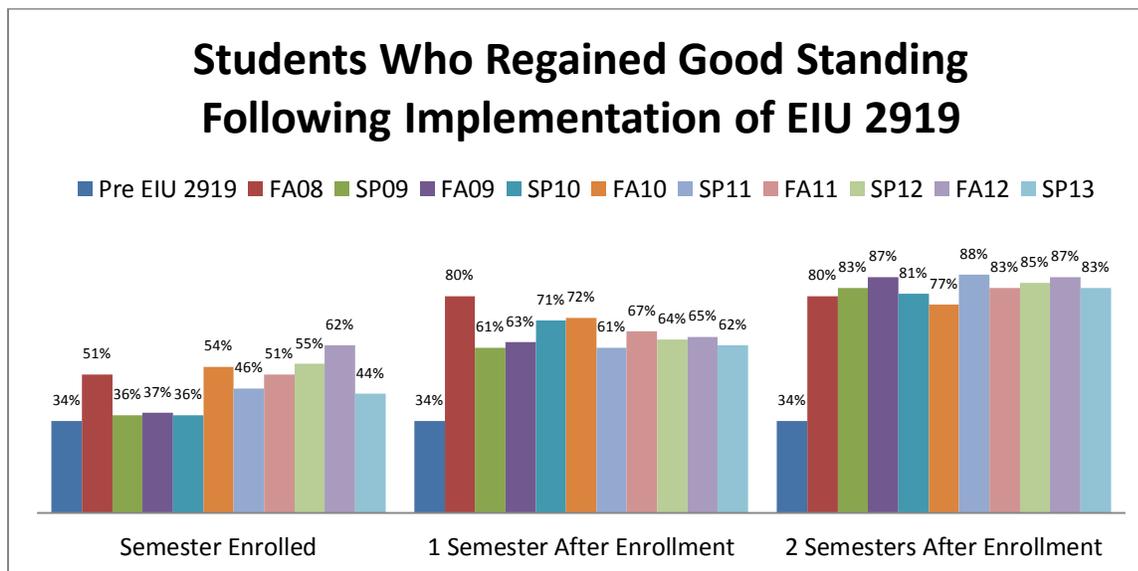


EIU 2019 AY 14

The heart of the Student Success Center's programming is a mandatory one credit hour intervention course, EIU 2019: Strategies for Academic Success, for students who reach Academic Warning status (cumulative GPA below 2.00). Typically between 500-550 students go on academic warning each year. (19) sections of the course were offered in AY 14 with 401 students enrolled (428 students enrolled in AY 13). Additionally, the Student Success Center provides: individualized consultations for students who are referred to the Center or self-refer for assistance with time management, test-taking, study habits, note-taking, goal setting and faculty relations.

One of the goals for the Center outlined in the grant was to increase the percentage of students who regain Good Standing after they were placed on Academic Warning from the pre-grant level of 34% to 60% by 2011.

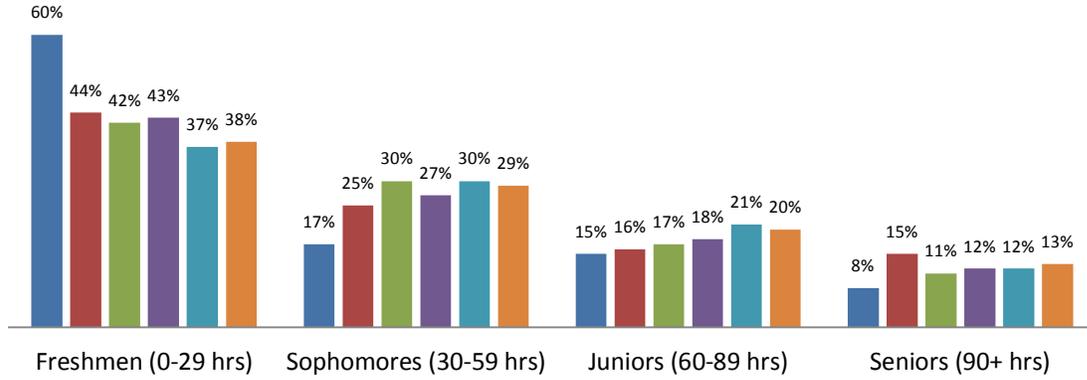
The following chart shows the improvement of students who regained good standing following the implementation of a mandatory course for students on Academic Warning for the first time. Prior to the required course, only 34% of students ever regained good standing after going on Academic Warning.



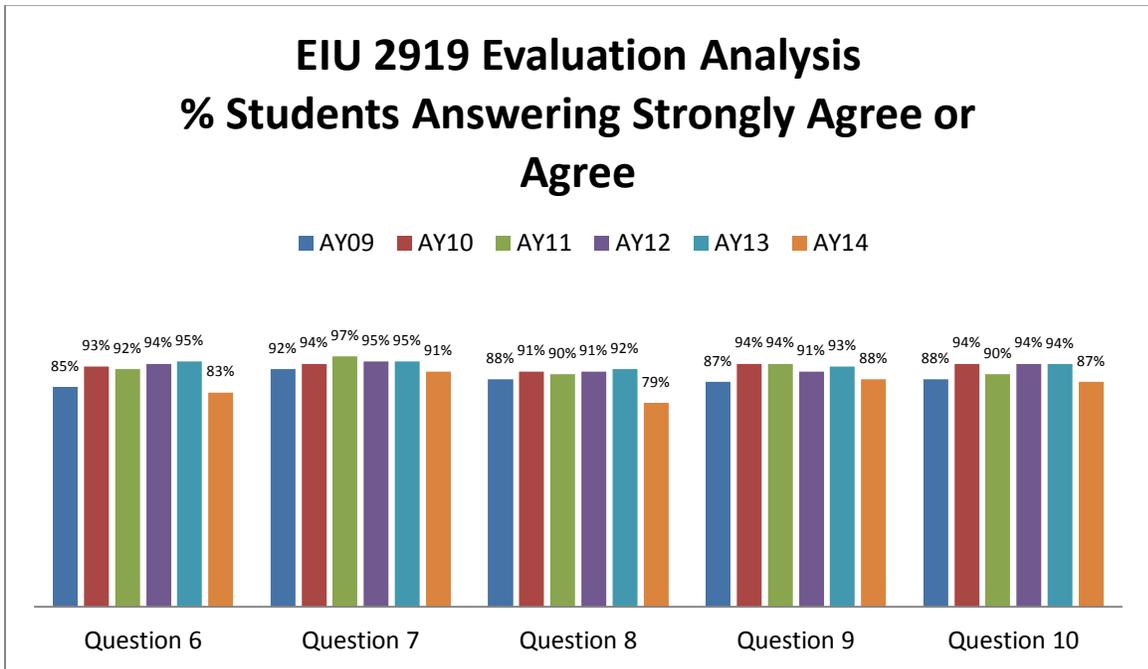
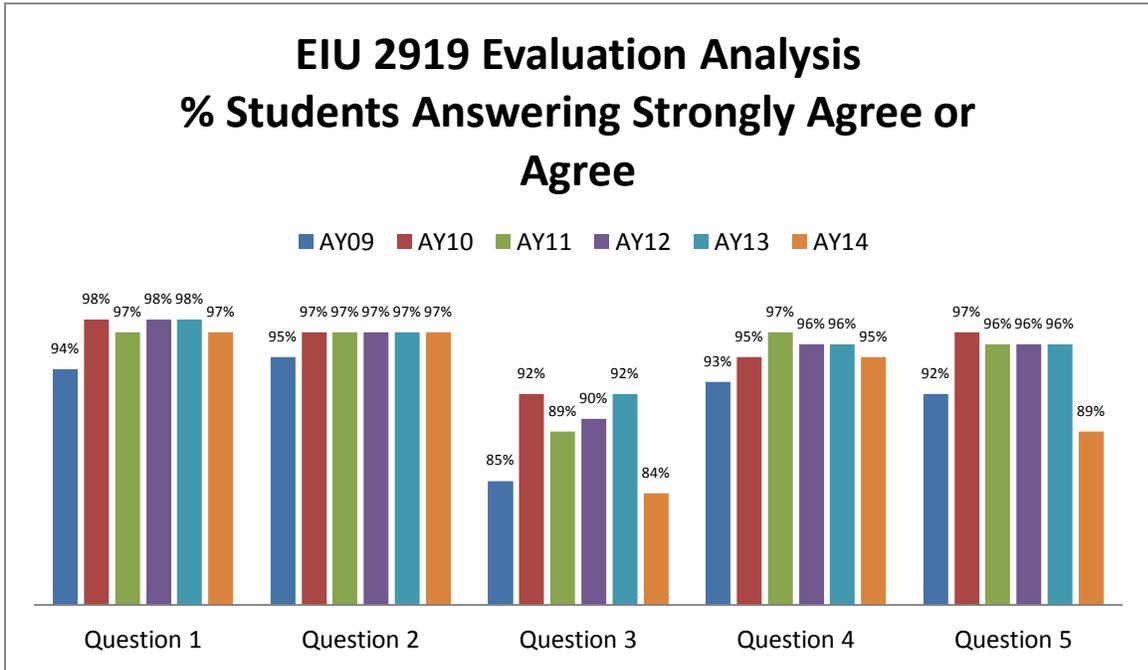
The following chart shows the class standing of students enrolled in EIU 2019.

Students Enrolled in EIU 2919 Class Standing

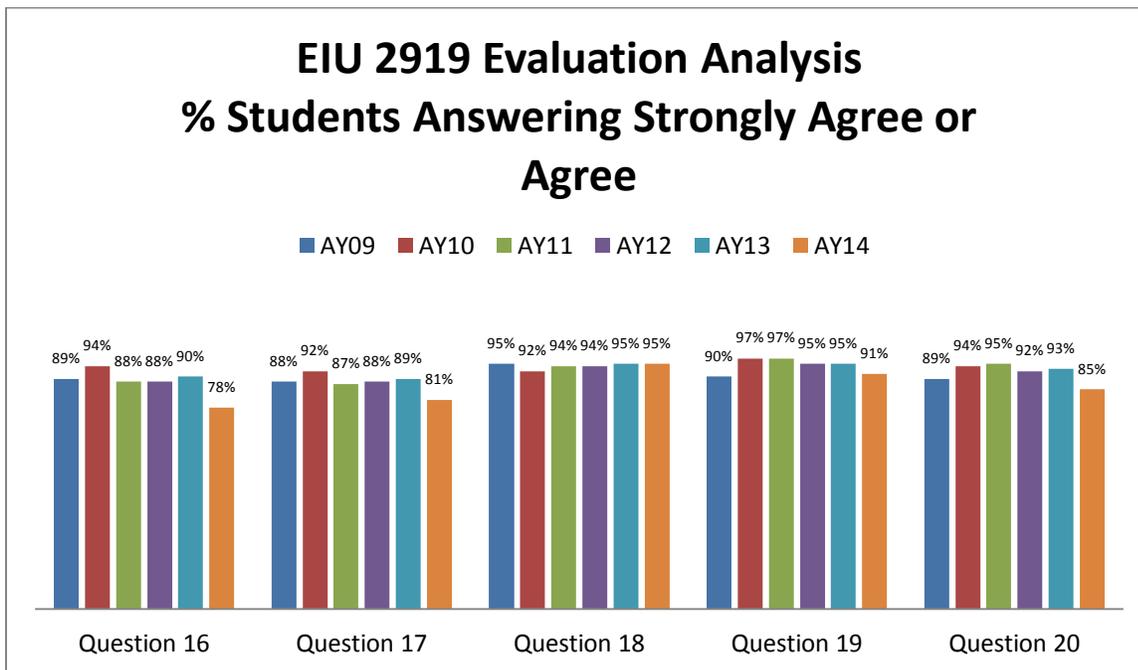
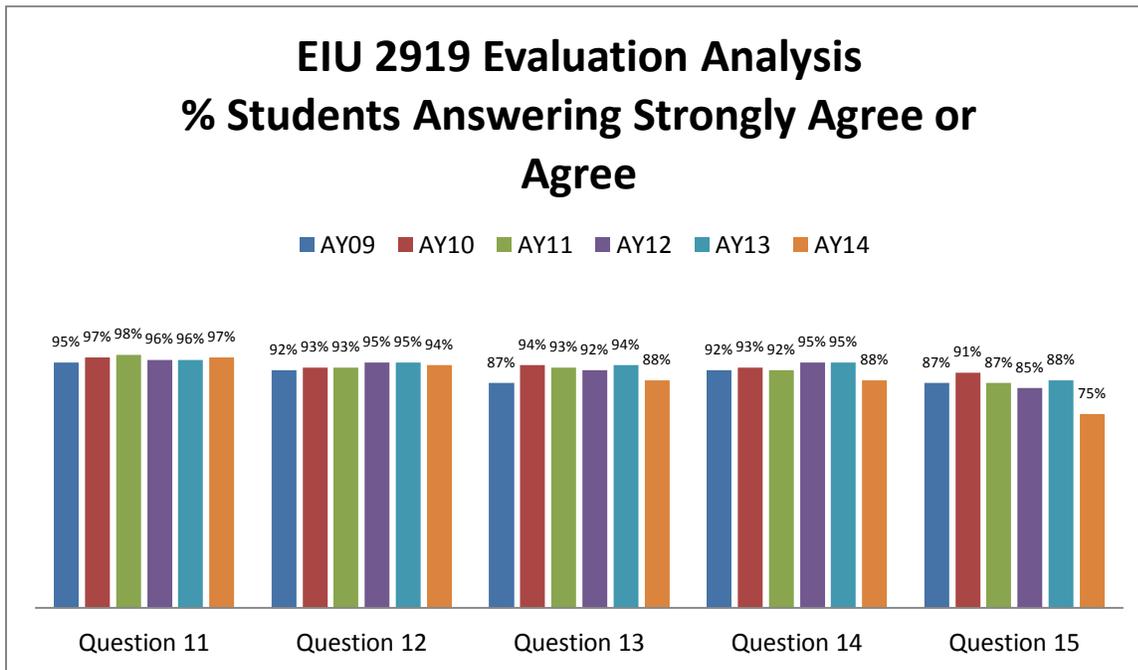
■ AY09 ■ AY10 ■ AY11 ■ AY12 ■ AY13 ■ AY14



EIU 2019 Evaluation Analysis AY09 – AY14



EIU 2019 Evaluation Analysis AY09 – AY14 Continued



Evaluation questions appear on following page.

Percentage of Students Who Answered Strongly Agree or Agree:

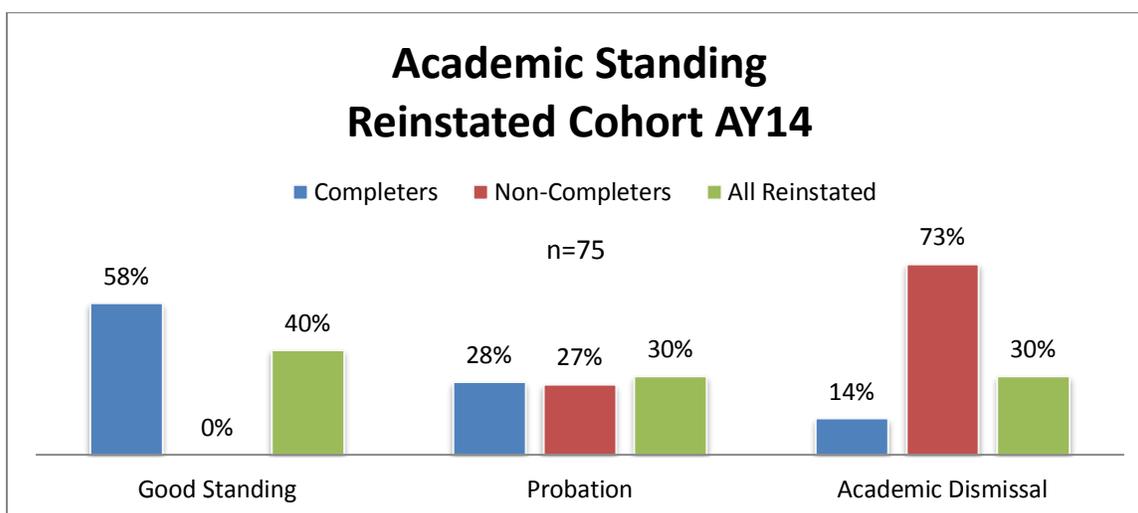
1. My instructor demonstrates command of the subject/discipline. 97%
2. My instructor effectively organizes material for teaching/learning. 97%
3. My instructor is readily accessible outside of class. 84%
4. My instructor presents knowledge or material effectively.95%
5. My instructor encourages and interests students in learning. 89%
6. This course caused me to reconsider many of my former attitudes. 83%
7. My instructor suggests specific ways I can improve.91%
8. This course shows sensitivity to individual interests/abilities. 79%
9. An instructor/student partnership in learning is encouraged. 88%
10. My instructor readily maintains rapport with this class. 87%
11. The objectives of this course were clearly explained to me.97%
12. Lecture information is high relevant to course objectives.94%
13. This course will be of practical benefit to me as a student. 88%
14. My instructor develops classroom discussions skillfully.88%
15. This course provides an opportunity to learn from other students. 75%
16. My final grade will accurately reflect my overall performance. 78%
17. The assigned readings significantly contribute to this course. 81%
18. Assignments are related to goals of this course. 95%
19. This size of class in appropriate to course objectives. 91%
20. These items let me appraise this course fully and fairly. 85%

Report on the Eighth Year of the Reinstated Student Program AY 14

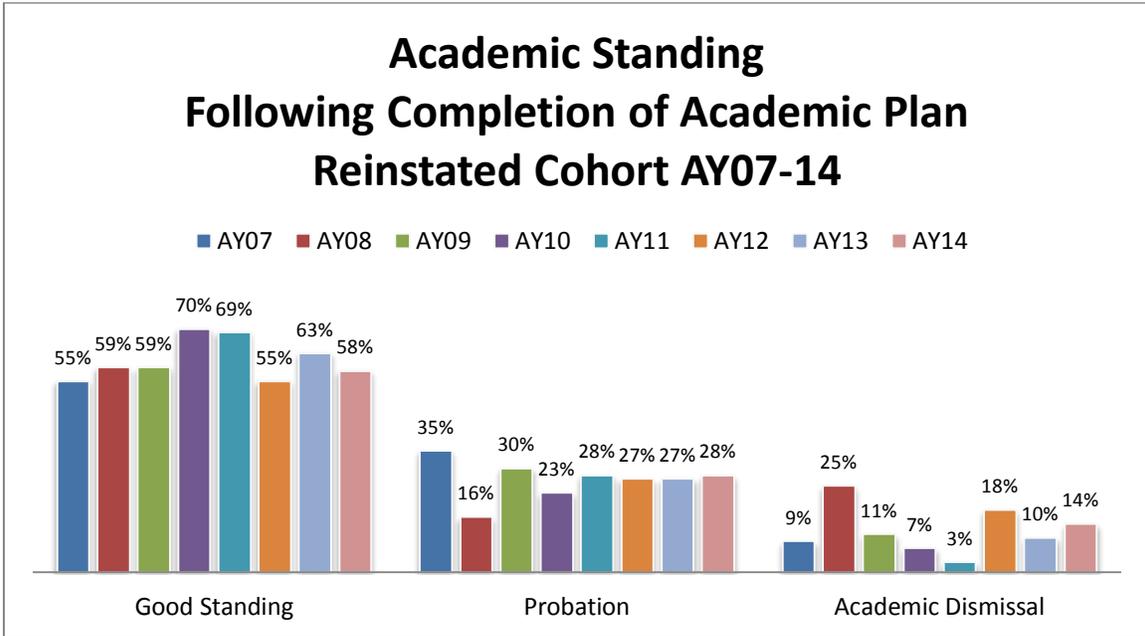
In an effort to increase retention and academic success of students who have been reinstated to the university following academic dismissal, all students reinstated after academic dismissal were required to meet with a Student Success Center staff member and enter into an academic plan as part of the terms of their reinstatement. Students were assessed in the areas of study skills, note-taking, time management, test-taking, motivation, goal setting, self-responsibility and college involvement. A plan was developed addressing the needs of each individual student. Needs were determined through diagnostic measures, such as The Study Behavior Inventory, the Noel-Levitz College Student Inventory, and an interview with their assigned SSC advisor. Individual academic plans offer the opportunity to diagnose the student's academic malaise and prescribe academic and behavioral interventions that meet the needs of the individual student. These interventions include: time management instruction, note-taking techniques, test-taking skills, goal-setting exercises, GPA calculation, informal counseling, referral to Career Services, Counseling Center, Financial Aid, The Writing Center, the Reading Center, Minority Affairs, and Disability Services. Failure to complete the plan resulted in an academic hold being placed on the student's record if they were not adhering to the plan by midterm of the semester in which they were reinstated.

This program has fulfilled its anticipated potential to help students succeed who have a track record of failure at Eastern. It also allows Eastern to monitor student progress to better gather data on which students are good risks for reinstatement.

In AY 14, 75 students (9% more students than in AY 13) were reinstated to the university. Of these students, 53 developed and completed their academic plan. This is consistent with previous years. The following chart shows academic standing for all reinstated students:

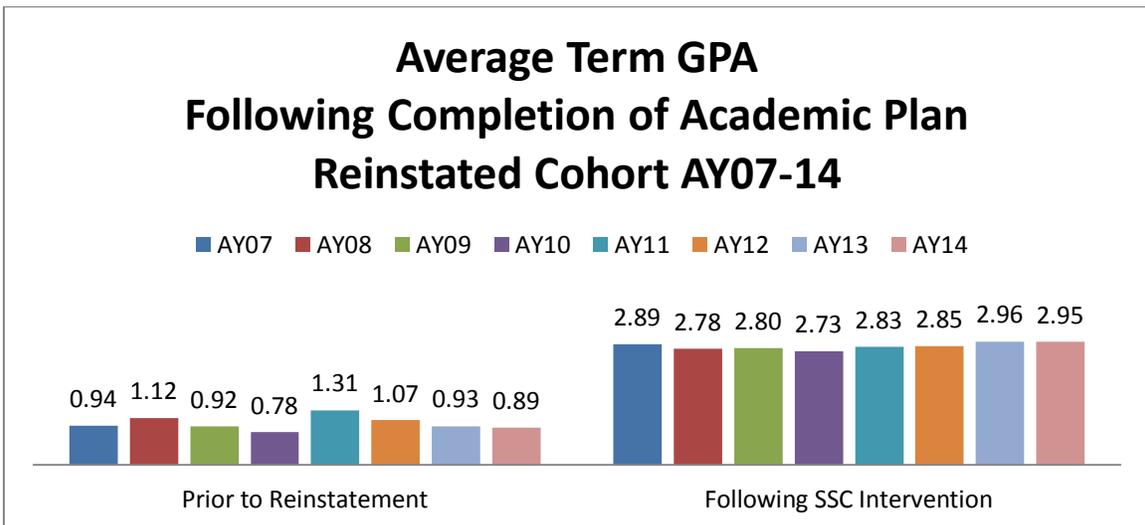


The following chart shows academic standing for reinstated students who completed the academic plan:



Many students who are reinstated to the university have extremely low GPAs upon reinstatement which makes it difficult to regain good standing in one semester. The number of students who achieved good standing in one semester speaks to the strength and success of the program. The students who chose not to contact the Student Success Center or complete their academic plan did not fare as well; **73%** were academically dismissed for a second time.

The following chart shows the average term GPA increase for students prior to their reinstatement and following the completion of their academic plan:



The following chart shows the term GPA for all reinstated students:

