

Center for Academic Support and Assessment

Annual Report to the

Provost/Vice President for Academic Affairs

AY 2014-2015

Prepared June 2015 by Karla Sanders, Ph.D., Executive Director



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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 2014-2015. 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, AY15 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 AY15 and our striving for excellence in our programs and services.

Personnel, Budget, and Goals

In AY15, there were some staff changes. Teri Farr, Director of Academic Advising resigned in December 2015. Shelley James became the Interim Director in January 2015. Lora Green in Academic Advising retired at the end of May 2015. Amber Osborne, EIU4 Coordinator, resigned in February 2015, and will not be replaced. Academic Advising has assumed the responsibilities of this position. The EIU4/EIU2 program will be phased out in the coming years. The AAC will continue to monitor students in this program, but no new students will be added. Scholarships were given out for AY16, and these will be the last scholarships disseminated under the aegis of EIU4/EIU2.

With Ms. Green's retirement, CASA has lost and not replaced 5 staff members in 14 months—4 of whom were in Academic Advising. Due to the reduction in staff, offices were re-arranged to allow all the advisors to be on one floor on the third floor and staff members reporting to Testing and Evaluation to have offices together on the second floor of 9th St. Hall. The new arrangement will allow for better functioning of the offices. The CASA Executive Director and Office Manager have moved to the second floor.

Amber Osborne resigned in February to take a new position, and Shelley James and the advisors in 9th Street Hall have taken on the responsibilities associated with EIU4. EIU2/EIU4 will be phased out with no new students enrolled in FA15 although the scholarships for AY16 will be awarded. Advisors will assume the responsibilities for keeping students on a 4-year plan. Eliminating this program is a cost-saving move for the University.

In October 2014, the President and Provost approved the Executive Director's request for an administrative leave to work on a retention project. Much of AY15 was spent preparing for and planning for this leave. Assessment plan submission was suspended for AY15; the reporting cycle will resume in June 2016. The Executive Director created a spreadsheet to aid programs in determining the next submission of each graduate and undergraduate plan.

The Director of OTE will assume oversight of CASA for the duration of the leave, especially in relation to supervision of the Office Manager and EWP Clerk and management of the 12900 budget. Peer leader training that usually occurs in August was conducted in May. Work that could be done for

CASL, UFAC, and CORE was completed ahead of time when possible. The Director of the SSC will meet regularly with the peer leaders in fall semester, and the Director of OTE will chair the UFAC. Data that CASL uses for its executive summaries and regular work will be completed and shared via dropbox before the Executive Director goes on leave. The Director of OSDS will attend SST in her place. Since her research project is related to retention, work with CORE and retention will continue as normal.

Due to budget constraints, no equipment or other major purchases were procured in AY15. In addition, this was the second year in a row that CASA did not send faculty to the IUPUI Assessment Institute in order to save money.

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 AY15 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 six 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. Midterm grade reports are shared with academic departments, advisors, housing, minority affairs, and athletics, so that they may aid in helping students academically.

In Fall 2014, 1,826 midterm emails were sent with a total of 2,626 grades submitted; this is a decrease of 424 emails and 833 grades from FA13. In Spring 2015, 1,417 emails were sent and included 2,020 submitted grades, which shows a decrease of 358 emails and 542 grades from SP14. For both semesters, faculty submitted grades from 3000 and 4000 level courses; in FA14, 59 fewer

grades were submitted from upper division courses than in FA13, and in SP15, 92 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 2014 and Spring 2015 Midterm Grades Reports are included as Appendices A and B.

Summer Institute for Higher Learning

Summer 2014 was the third year for the Summer Institute of Higher Learning (SIHL). The SSC coordinates the program, which is a collaboration of Admissions, CASA, and the departments of English, Sociology and Geology/Geography as well as Financial Aid, New Student Programs, and Housing.

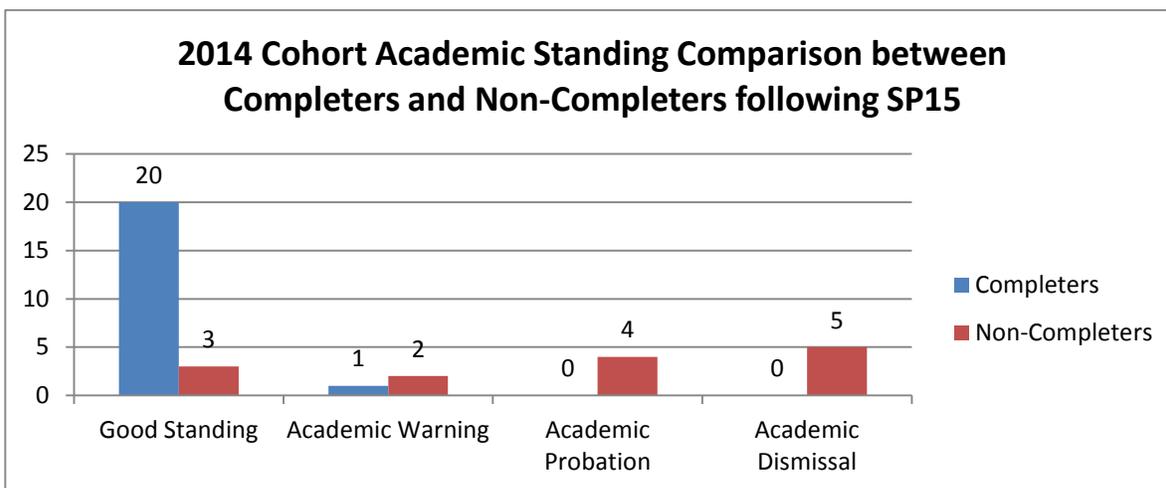
The goals of SIHL are to (a) improve access to higher education, (b) enhance summer (and overall) enrollments at Eastern Illinois University, and (c) improve the success and retention of newly admitted students with potential academic risk factors. The program grants provisional summer admission to new 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 started with the SU14 cohort. This cohort met semi-monthly with an advisor in the SSC who developed an academic plan based on the Study Behavior Inventory, the Noel-Levitz College Student Inventory, and an interview. Failure to complete the plan resulted in a hold being placed on the student's record or removal from the institution. Weekly study tables were instituted in AY15 for 4 hours a week, a 2.0 gpa, and earning 12 credit hours each semester.

The following chart shows enrollment information for all three cohorts following the spring 2015 term; percentages are based on the number of students that matriculated each fall semester.

Year	Completed Summer	Began Fall Freshman year	Enrolled SP15	Not Retained to SP15
2012	53	45	29 (64%)	16 (35.5%)
2013	60	57	30 (53%)	27 (47.3%)
2014	47	44	34 (77%)	10 (22.7%)

SIHL students are identified as either completers or non-completers based on whether they completed the plan prepared by their SSC advisor. Completers are students who regularly attended meetings, followed their academic plan, and were open to academic suggestion. Non-completers did not schedule meetings with their assigned advisor, failed to attend scheduled meetings, and/or did not follow their academic plan. Of the 41 total students who completed the FA14 semester, 29 (71%) were identified as completers while 12 (29%) were non-completers. Of the 35 total students enrolled in the spring 2015 semester, 21 (60%) were completers while 14 (40%) were non-completers. Completers are much more likely to be in good academic standing, have higher semester and cumulative GPAs, and more earned hours. The chart below shows the academic standing by plan completion for the 1014 cohort; 95% of plan completers are in good standing compared to only 21% of the non-completers.



The full SIHL report is available as Appendix C. SU15 will be the last year of mandating students to attend SIHL in order to be admitted to EIU. For students applying for FA16 and subsequent semesters, all conditional admissions will come through the Gateway program and there will be two tracks of students: Track One served by the Gateway program and Track Two who will be advised by AAC and follow an academic plan established by the SSC. All special admission students will be invited to the summer program, and it will be marketed as a way to get a head start on college, rather than a test for admittance.

Achieving College Excellence (ACE)

The ACE program was created by Lou Hencken, Interim Director of Admissions in AY14, 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 was in its pilot phase for AY15. All students were required to take EIU 1111 and to meet regularly with their academic advisor in the AAC. Thirty-nine students began fall semester in this cohort; one left after completing that semester, and one was dismissed at the end of SP15. Twenty-nine students (76%) were in good standing at the completion of their first year; five were on warning (13%), and 3 were on probation (8%). At the beginning of June 2015, 32 were registered for FA15 for a 82% return rate, and 4 student had holds that prevented them from registering. The full report on this first cohort is available as Appendix D. As explained above, this group will form Track Two of the Gateway program starting FA16.

Housing's Discovery Program

In AY15 CASA partnered with Housing and Career Services on a new program for undeclared students. These students lived together on two floors of Taylor Hall; career and advising programs were provided in the halls, and they were in special sections of University Foundations. 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 was loosely based on a program at the University of Illinois-Urbana. Unfortunately, very few students elected to join this program, and while programs and events were planned and delivered throughout AY15, the attendance was so low that continuation of this program has not been extended beyond this one year pilot. We will continue to seek ways to engage the undeclared students, but this living-learning community was not the draw we had hoped it would be.

Committee and Council Work

The Executive Director has served on several coalitions and committees this year, including, the HLC Self-Study Team, Student Support Team, Learning Goals Executive Committee, CAA General Education Committee, Responsible Citizenship Subcommittee, Committee on Retention Efforts, Honors Council, Honors Council Curriculum Committee, Eastern Reads!, Seat Planning, Disability Issues Committee, OSDS Advisory Committee, Enrollment Worx, NCA Self-Study Team as well as on CASL, its subcommittees, CORE and its subcommittees, and the University Foundations Advisory Committee. The Executive Director also attended Strategic Enrollment Planning meetings as requested.

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)

The Executive Director co-chairs CORE and the Directors of SSC and AAC serve on the committee. In AY15, CORE continued several initiatives begun in prior years: not registered emails and surveys and the Early Alert System (EAS) among those; CORE also instituted new initiatives based on information provided by the Noel-Levitz Retention Predictor.

The not registered list is run at least 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. What follows are the number of students each semester who have not registered by the emails dates and other key dates in the term.

Not Registered Students by Certain Dates									
	FA12	FA13	FA14	FA15		SP12	SP13	SP14	SP15
First Email	738	754	737	759		606	704	496	612
First Email hold percentage	26.69%	26.66%	25.10%	24.64%		26.73%	37.36%	31.25%	31.86%
Second Email	1273	1197	1224	1187		1105	1154	1236	1215
Second Email hold percentage	31.16%	30.49%	33.66%	30.41%		36.47%	48.61%	45.31%	41.32%
Survey Day	995	959	918	813		659	775	703	463
Survey Day hold percentage	31.16%	28.36%	32.03%	31.98%		37.94%	45.81%	44.67%	41.47%
First Day classes	640	616	429			578	551	568	355
First Day Classes hold percentage	30.31%	28.57%	30.54%			31.83%	39.56%	41.90%	42.54%
10-day	585	NA	396			496	494	428	250
10-Day hold percentage	25.64%		26.52%			24.40%	34.62%	36.68%	26.80%

The Early Alert System continued this academic year as well; EAS is a collaboration among CASA, SSC, and Housing. In SP15, changes were made to the EAS based on suggestions from faculty. Faculty can

now choose from issues related to assignments, attendance, and performance in addition to the comment section. FA14 saw an increase in the number of alerts submitted from 764 in FA13 to 1,194 in FA14 for 430 more alerts than the previous fall and 229 more than FA12. FA14 also saw an increase in the number of students who received alerts with 733 compared to 533 in FA13 for an increase of 200 students. Of the students who received alerts in FA14, 34% received an A, B, or C in that course, and 12% received a D. Twenty-eight percent failed the course for which they received an alert, and 25% withdrew or dropped the course. In SP15 731 alerts were submitted compared to 698 for SP14 for an increase of 33 submissions; this is only 2 more submissions than SP13. Alerts were submitted for 511 students in SP15 compared to 488 in SP14 for a difference of 23 students. Grades for SP15 were very close in percentage points to those in the fall; in SP15, 31% of the students who received an alert earned an A, B, or C for the course, and 12% received a D. Thirty percent failed the course, and 22% dropped or withdrew. The full semester-to-semester EAS comparison report is included as Appendix E.

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; Josh Norman built a retention predictor report and scored the FA14 freshmen.

In AY14, CORE focused on interventions by advisors, UF instructors, and housing on individual students. No one strategy proved to be more predictive of retention than others although the more individual contacts a student had, the more likely they were to stay. These strategies were continued in AY15 with more systematic and formalized data collection. A comparison report of retention data is given in Appendix F.

Also in AY15, CORE initiated meetings with department chairs whose majors were on the list of programs below the average retention line. CORE members met with chairs, co-chairs, and some advisors from Biological Sciences, Communication Studies, Art, Family & Consumer Sciences, Health Studies, Sociology, and the Advising Center for undeclared students. Meetings with Math, Physics, and Psychology will hopefully be scheduled for FY16. Co-chair Sanders prepared excel spreadsheets for each department with retention data related to their majors, a variety of retention issues were discussed with the chairs that were specific to each program. Chairs were encouraged to discuss increasing the EAS usage with their faculty as well as tailoring events and advising to suit needs of students in that department.

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 workshop; this was repeated at the May 2015 workshop as well. In FA14 a total of 1,411 interventions were given to 473 students enrolled in UF. There were 108 different class discussions across the sections related to issues found in the variables (academic skills, choosing a major, budgeting and finances, etc.); 59 speakers spoke to the sections on topics related to the variables; 219 students had 383 individual meetings with their

instructors, and 233 students were referred to 861 on-campus services (career services, the Writing Center, tutors, etc.).

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 1,053 interventions were given to 235 students through the AAC.

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. Aside from providing education for students related to financial aid, there is not a lot CORE can do to alleviate the three financial variables related to retention.

In its work with the departments, CORE also developed a report on courses with high D/F/W rates. The committee looked at 6 semesters worth of courses and identified 28 gateway courses that could have an impact on retention. These 28 courses were on the D/F/W list at least 50% of the time across those 6 semesters. The executive summary of this report is given in Appendix G.

Seat Management Committee

The Seat Management Committee studied data related to planning for new freshmen and transfers. A rollout of seats was planned for summer 2015 with approximately enough seats for 1250 new freshmen and 800 new transfers. With the decline in enrollment fewer sections of general education courses are being offered, so fewer seats are planned in the rollout. The rollout occurs each Monday of Debut.

EIU Reads!

The Executive Director has served on EIU Reads! since its inception. This year she headed the homework committee and invited faculty members with expertise in writing and reading to aid in developing homework that could be used for an initial assessment of critical reading. EIU Reads provides the only opportunity for assessing reading where an entire cohort of students has read the same book. The SU15 choice, *Ties that Bind: Stories of Love and Gratitude from the First 10 Years of StoryCorps*, and Dave Isay's TED talk led to several essay questions from which students may choose. This summer for the first time students will be asked to submit their essay on-line through MYEIU. This on-line submission will make it easier to assess student writing and critical reading. The CASL-developed writing and critical reading rubric will form the basis of a rubric used to assess a sampling of these essays. The subcommittee will ask faculty to volunteer to be trained to read a sample of the essays to provide our first data related to critical reading.

Assessment

CASA's assessment objectives for AY15 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.
- Administer the CLA+
- Prepare for the Executive Director's administrative leave (July-December 2015)

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. Data were shared with CASL for use and dissemination.
- The Executive Director of CASA provided a written response to each academic department concerning its departmental assessment report submitted in June 2014; this included 72 plans: 16 graduate programs and 56 undergraduate programs. Fifteen programs were on a two-year cycle and will submit in June 2013, and 9 programs (five graduate and four undergraduate) were due to submit and did not. 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 individual reports are available at <http://www.eiu.edu/assess/>. The undergraduate and graduate assessment reports for AY14 are given as Appendix H and I.
- 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, Booth Library, and Philosophy.
- One issue of the *Assessment Update* newsletter was published and disseminated to faculty and staff; it is available at <http://www.eiu.edu/assess/>.
- AY15 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 FA14. 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. The leadership team met in the summer and fall before the site team visit in October.

- The Executive Director participated in meetings to plan the new Alumni Survey in SP14/SU14. The new survey was disseminated by Planning, Budget, and Institutional Research in Fall 2014 via email, and the return rate was 11-13%.
- CASL completed rubrics for the undergraduate learning goals. They are available for faculty use on the assessment web site: <http://www.eiu.edu/assess/>
- The Executive Director served on the learning goals leaders executive board and as a member of the responsible citizenship goal committee. These groups worked on a general education faculty handbook and sample syllabi for the CAA 5-year revision plan. In June 2015 Executive Director participated in a 4-day symposium of faculty working on revising sample syllabi and documents to aid in the infusion of learning goals into the general education curriculum.

Most of CASA's overall goals for promoting and supporting assessment activities were met this year through the above activities. Work on the five general education goals is summarized under each goal's section. To date, quantitative reasoning is only assessed through the VSA instruments, NSSE and CLA+. Once work is completed on the undergraduate learning goals and general education, CASL will look at changes to the University-wide assessment of these goals.

Voluntary System of Accountability

In AY15 OTE administered the third testing of the Collegiate Learning Assessment to evaluate writing and critical thinking, including quantitative reasoning. The data were received in June 2015 and will be shared with CASL FA15. The CLA+ was administered to 100 freshmen as part of their ENG 1001G course in FA14 and to 100 seniors as part of their senior seminar course in SP15.

NSSE was administered for the second time in Spring 2013 to all freshmen and seniors, so the next administration will be SP16.

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 include:

- 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.

AY15 was the seventh 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. In SP15, the Executive Director sent personal emails to faculty who had not completed the EWP ratings a week after the semester had ended, and this moved the number of unrated submissions from 251 to 74 within a week, so we plan to take this strategy every semester. All submissions were rated by the due date SP15.

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 2014, Fall 2014, and Spring 2015 reports are included as Appendices J, K, and L.

Readings of completed portfolios moved from fall semester to spring semester two years ago. No new readers were trained this year; the next training date will be January 2016. Portfolios were read in February with focus groups taking place in early March. The 17 readers read 208 portfolios, which encompassed 616 student papers. The Executive Director of CASA prepared a report on the tenth readings based on the focus group information and materials provided by the readers. A draft of the report was sent to readers in April 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 M; this report includes information from the past five years of readings.)

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 1,478 *Watson-Glaser* Critical Thinking Appraisals were administered in SU14, FA14, and SP15.

Term	Paper-Based Appraisals	On-line Appraisals	Total Scored	Composite Averages
SU14	167	150	317	24.87
FA14	478	168	646	25.05

SP15	434	81	515	24.10
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See Appendix N 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

AY15 was the thirteenth year to collect data related to this goal. 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 the survey to meet the new learning objectives approved by CAA in January 2014.
- Revise surveys in Qualtrics for summer distribution.

CASL investigated several instruments related to civics, diversity, and ethics to match the questions related to the newly revised goal. CASL determined that it would begin with the Miville-Guzman-Diversity Scale Short Form with another question drawn from the Political and Social Involvement Scale from the Wabash National Study of Liberal Arts Education. These two instruments will provide data on civics and diversity. In AY16, CASL will work on incorporating ethics into the survey with a case study approach. This additional set of questions will hopefully be ready for SU16 distribution at orientation and senior seminars.

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%
2014	1,077	1,156	93%

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.

In recent years, the rate of completion by students in senior seminars has significantly fallen. Despite the ease of completing the survey on-line, we still consistently have problems reaching high completion rates. In Summer/Fall 2014 the Executive Director of CASA spoke with several chairs and deans concerning the completion rates in certain courses, and the total rate of completion in senior seminars did raise somewhat in the subsequent semesters, so hopefully, we are on an upward trend.

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%
Summer 2014	300	433	69%
Fall 2014	431	784	55%
Spring 2015	398	762	52%

A report comparing Summer 2014 freshmen with AY15 seniors is in Appendix O. The senior data is native and transfer students. Next year would have been the first year of the revised survey data to compare the freshman and senior data from the same cohort. However, with the revision to the survey this year, it will be several years until we can compare the same cohort at different times.

Speaking and Listening

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 AY15 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 2,884 completed assessments were returned: 988 freshman scores and 1,896 senior scores. This represents 244 fewer scores than last academic year.

Term	Course	# of Submission
SU14	EIU 4###G	412
	CMN 1310G	18
FA14	EIU 4###G	750
	CMN 1310G	576
SP15	EIU 4###G	734
	CMN 1310G	394
Total		1,896 EIU /988 CMN

Four 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 AY15 Speaking Report is available as Appendix P.

In SP15 CASA staff members met with representatives of CATS and ITS to determine how to collect the speaking data electronically and eliminate the triplicate forms currently being used. After discussion about the potential for D2L, it was determined that the best route was for a form to be included in PAWS for instructors that would dump the data into a database. The Executive Director of CASA put in a formal request for this change to be made by ITS; no date for delivery and testing has been given.

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 AY15 committee members were Julie Chadd, School of Technology; Bobbi Kingery, Career Services; Cindy Boyer, Student Success Center; Jessica Ward, Student Standards; Wendy Long, Testing and Evaluation; Crystal Brown, Student Community Service, and Lisa Walker, Housing.

In Fall 2014, seven CASA staff members taught the course: the Executive Director, the Directors of the SSC and OTE, the Assistant Director of SSC, and three advisors. In FA14, 17 of the 31 sections were taught with an instructor and a peer leader, and 14 were team-taught. Twelve new instructors were trained in May 2014 as well as the 17 peer leaders. Twenty-seven sections are planned for FA15 with 22 of those sections being taught with an instructor and a peer leader. The 22 peer leaders were trained in May 2015. No new faculty were trained for FA15 due to the fewer number of sections being offered.

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

- 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:

- 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.
- Choose a new textbook and work with publisher to create customized textbook.
- Provide materials for teaching from the textbook.
- Provide resources to instructors via website.
- Revise instructional materials for new textbook

In Fall 2014, 31 sections were offered, and 486 students completed University Foundations (UF); this is approximately 46% of the first-time freshmen. This number is 69 fewer students than the previous fall, but shows an increase of 2% of the freshman class to enroll in the course. Of those students, 51% were minority students compared to 35% of the freshman class who were minority students. Gateway, ACE, and SIHL students are required to take University Foundations, so 48% of UF students took the course as a requirement and 52% took the course as an elective.

In SP15 peer leaders were solicited via email/listservs, the University newsletter, fliers, and word of mouth. The Executive Director received 21 applications for peer leaders and interviewed 20 students for the 15 new slots; one application was incomplete. Seven peer leaders from FA14 will be returning in FA15. Fewer applications were received this year than in past years when the average has been 30-35 students, but this may be due to the smaller junior and senior classes.

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 few years. 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 66% for the FA13 cohort to FA14. Fifty-one percent of UF students were members of ethnic minority groups compared to the overall freshman class which had 35% 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 as well as those in the special admission population. It is also more likely that UF students are in the bottom half of their high school class. (See Appendix Q 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. In FA14, 78% of students enrolled in UF indicated they were working less than 5 hours a week at a paid job, which is down 7% from the previous year, and only 11% were working more than 11 hours, which is an increase of 4% from the previous year. The percentage of students indicating that they spend 6 or fewer hours a week studying went from 38% to 35%; the percentage indicating they spend 13 hours or more decreased from 25% in FA13 to 20% in FA14. The changes that CAA is making to the general education expectations for explicit instruction and the federal credit hour policy might help the number of hours spent studying increase. The majority of the course evaluation questions went up a bit this past year. See Appendix R for year-to-year comparisons of the course evaluation data and student habits.

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 7, 2013, 28 presentations were given and 32 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.

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. Five sections required students to participate in group projects; 14 sections allowed individual projects; and 9 sections required a combination of individual and group projects. Of the 31 sections, 27 required service learning projects in which students reflected on their experiences. A total of 530 students volunteered 1,851 hours in Fall 2014, which is decrease of 446 hours from Fall 2013 UF courses. On average, each student completed 3.49 hours. (Full report in Appendix S.)

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, and Athletes.

Vision Statement: The AAC uses appreciative advising to foster student learning and development. The following goals are the backbone of the unit and this philosophy:

- To assist students in the exploration of educational options and the planning of their academic program;
- To provide accurate information regarding academic progress requirements, policies, and procedures;

- To teach students how to accept responsibility for their choices and decisions concerning their academic and educational goals;
- To consider the personal abilities , talents, and interests of students when advising them about courses or programs; and
- To train and assist advisors across campus to ensure they are aware of appreciative advising techniques.

Mission Statement: The AAC assists students with course selection, career goals, and major selection. The Center continues to be the hub of the network for those who advise students across the campus. The AAC serves as a resource to many offices and departments, especially in the area of general education classes. The Center cultivates opportunities for expanded communication, dissemination of information, and clarification of policy and procedure changes. We are often called upon to assist in advising students from other departments because of the wide range of general knowledge we have about academic policy and the University's majors and minors. This is in addition to our mandated unit responsibilities.

Philosophy: academic advising is a partnership between the advisor and student to help the student develop a solid foundation for a successful college career.

The Academic Advising Center has one Director, 6 advisors, and 1 office manager. The following were the goals set for AY15:

- Focus on advisement
- Build campus relationships
- Continue to support departmental and University activities by participating on various committees and volunteering for University and departmental activities
- Continue to foster community relationships

The above goals were met in the following ways:

- In AY14, the AAC began accepting phone calls to make appointments for students rather than requiring students to walk over to make appointments in person. A subcommittee is working with ITS to establish an online appointment system, which should be ready to pilot in FA15. This change will make it easier for students to make appointments.
- AAC has been working with the Office of International Students and Scholars to better serve these students at the beginning of the semester. After meetings with the AAC Director, CASA Executive Director, the Orientation Director, and the International Students Director, in FA15 the international students will receive the same information as other undergraduate and graduate students in addition to the specialized information they require as international students. New Student Programs will facilitate this orientation and AAC will advise these students.
- AAC advisors worked with ACE students and the Discovery Learning Initiative with Housing and Career Services (see previous section of report on collaborations).
- Two advisor coffees were held: September 10 with 65 attendees and February 18 with 69 attendees. The AAC sent invitations and surveys to advisors on campus related to these events.
- Advisors from Gateway, Music, Theatre Arts, Biological Sciences, and Health Studies were trained. Advisors and faculty were trained on how to access and use the Satisfactory Academic Progress Plan (SAP).

- One advisor served as ILACADA president and presented at the 2014 ILACADA conference at Southern Illinois University.
- A freshman advising calendar was created that provides a month-by-month agenda of important dates for fall and spring to help new students stay informed.
- A special orientation and registration program was given for summer athletes, and students who could not attend a scheduled orientation date were advised through Elluminate.
- A fall advisors summit was attended with the School of Business. AAC also met with representatives from Geology/Geography, EC/ELE/MLE, Journalism, FCS, English, AET, Career Services, Student Disability Services, Honors, and Study Abroad to share information related to advising students.
- Advisors attended a number of workshops, webinars, and meetings to continue their professional development, including: “Diversity in Teaching and Learning: Climate, Practices, and Outcomes; the Community College Articulation Conference; Bridging Voice in Our Community—Bullying Prevention Conference; “How to Prepare Yourself for a Leadership Role in Higher Education” webinar; EIUnity Conference; “Educating non-Traditional Students” webinar; “Advising and the Completion Agenda: Key Voices in Higher Education;” “Fostering Health and Social Justice on Campus through Active Bystander Intervention.”
- Six advisors attended the ILACADA conference at SIU. All advisors held memberships in NACADA and ILACADA.
- AAC sent representatives to all Open Houses.
- AAC advisors volunteered at fall and spring commencement and for JUMPSTART to GIVE; they also attended convocation, fall and spring faculty receptions, the honors awards ceremony; the athletics awards ceremony, and participated in PROWL.
- Advisors also served on the following University committees: CAA and on its ad hoc committee on general education; the Strategic Enrollment Planning Committee; Coalition of Student Support Services, Enrollment Management Advisory Committee, Office of the Registrar Advisory Committee, Alcohol and Other Drug Coalition, Reinstatement Committee, Financial Aid Appeals Committee, Financial Grants Committee, Africana American Studies Board, Pre-Health Advisory Committee, Veterans Advisory Board, and the EIU4/EIU2 Scholarship Committee.
- The Director served on CORE, Seats Management, Special Admissions Committee, University Foundations Advisory Committee, and the Orientation Advisory Committee, and chaired the Campus Advising Network.
- Advisors attended a program for Housing called “Appetizers and Advisors;” provided job shadowing for graduate students interested in being academic advisors; and presented at Academic Foundation Day.
- The AAC and CAN websites were updated, and AAC worked with CATS and ITS on the on-line advising sheet.

AAC sent out 1,057 electronic invitations to students, and the return rate was 39.64% for the advising evaluation and 38% for the office evaluation. The following table shows the responses to the five questions that directly relate to advisor performance on student outcomes for all advisors combined:

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My advisor provided accurate and reliable information.	65.1%	28.2%	4.6%	1.2%	1.0%
My advisor considered my personal abilities, talents and interests when advising me about courses or programs of study.	67%	23.4%	6.5%	1.7%	1.4%
My advisor helped me to have a better understanding of the university policies and procedures.	65.7%	22.1%	6.5%	3.4%	2.4%
My advisor helped me to make important decisions about my education (selecting courses, exploring majors/minors, repeating courses, etc.).	58.3%	26.5%	8.8%	4.2%	2.2%
My advisor helped me find the answer to my questions.	53.7%	25.4%	14.6%	3.9%	2.4%

Students also evaluated the front office: 92.8% indicated they were greeted properly; 82.4% felt that calls were answered professionally; and 92.7% said they were directed to the appropriate offices.

Each advisor had a caseload of 150-200 students for the academic year, including new freshmen, transfers, and continuing students. Sixty-one percent of students saw their advisor 4-10 times in addition to the one advising appointment per semester needed to receive their pin.

For the most part, student files are transferred to the departments for advising after the student has earned 15 hours and is in good standing or has met the requirements established by the department. In FA14 the average gpa of students whose files were transferred to the departments was 2.24 with 28 credit hours; the average gpa for transferred files in SP15 was 3.05 with 32 credit hours. Business majors remain in the AAC until they have 60 hours and certain coursework completed.

For the majority of AY15, there were 7 advisors and 1 Director in the AAC; these staff members had 5,506 in-person contacts with students, which is an average of 551 personal student contacts per advisor. Over 3000 students scheduled appointments from May 2014 to April 2015, and 876 students walked in for appointments without making appointments.

In FA14 AAC advised 170 students on warning and 28 on probation; 73 students were dismissed who were advised in the AAC. Spring 2015 saw 46 advisees on warning and 73 on probation and 46 were dismissed at the end of the semester. Students in academic difficulty require additional time on the part of the advisor who sends additional emails to notify them of changes needed in their schedule.

From May 2014 to April 2015 the Academic Advising Center had 5,340 incoming phone calls: May (377), June (380), July (316), August (727), September (510), October (603), November (436), December (316), January (525), February (230), March (382) and April (538). During that same time frame, the advisors received 6,095 emails from students: May (400), June (417), July (410), August

(923), September (378), October (611), November (503), December (409), January (733), February (295), March (335), and April (681).

Advisors advised the following students before they were sent to their respective departments. These students met the criteria to be admitted into those majors for fall 2014 and spring 2015:

- 1187 continuing students end of spring 2014
- 927 new freshmen from our 2014 summer program (including SIHL students). This does not include the assistance the AAC gave to the Gateway advisors on Gateway Debut days.
- 19 Gateway students assigned to the AAC
- 176 new transfer students (fall 2014)
- 9 freshmen from spring 2015 orientation
- 53 new transfer students (spring 2015)
- Students seen before they were sent to the departments:
 - 422 students sent to departments in fall 2014
 - 495 students sent to departments in spring 2015
 - 208 Business majors
- 54 students returned to us after being sent to department (not in advisor numbers)
- 33 readmitted students
- 43 International students
- 15 summer athletes
- 113 transfer students were advised in April 2014 for fall 2014

The information contained in this report is a testament and evidence that advisors in The Academic Advising Center have exceeded these expectations and goals.

Student Disability Services

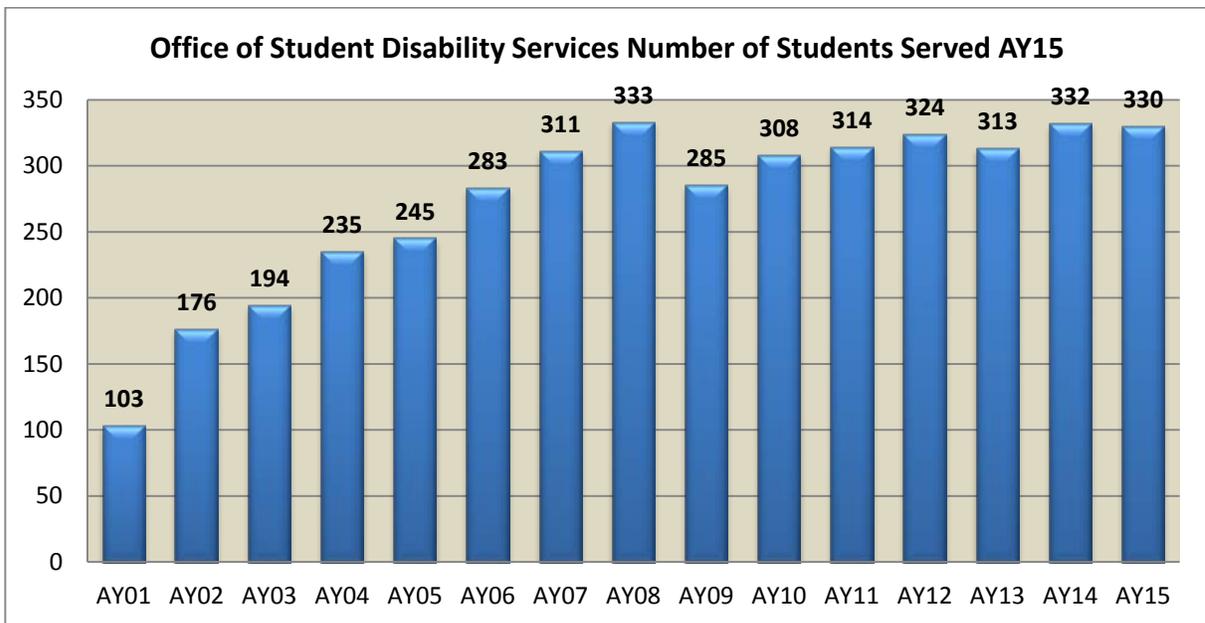
OSDS established these goals for AY15:

- 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 AY15, the Office of Student Disability Services (OSDS) served 330 students (-2 from AY14) and had one or more contacts with an additional 124 prospective students (this number does not include new students seen during Debut 2014; it represents a decrease of 7 prospective students from AY14). Students who were registered both semesters were only counted once.

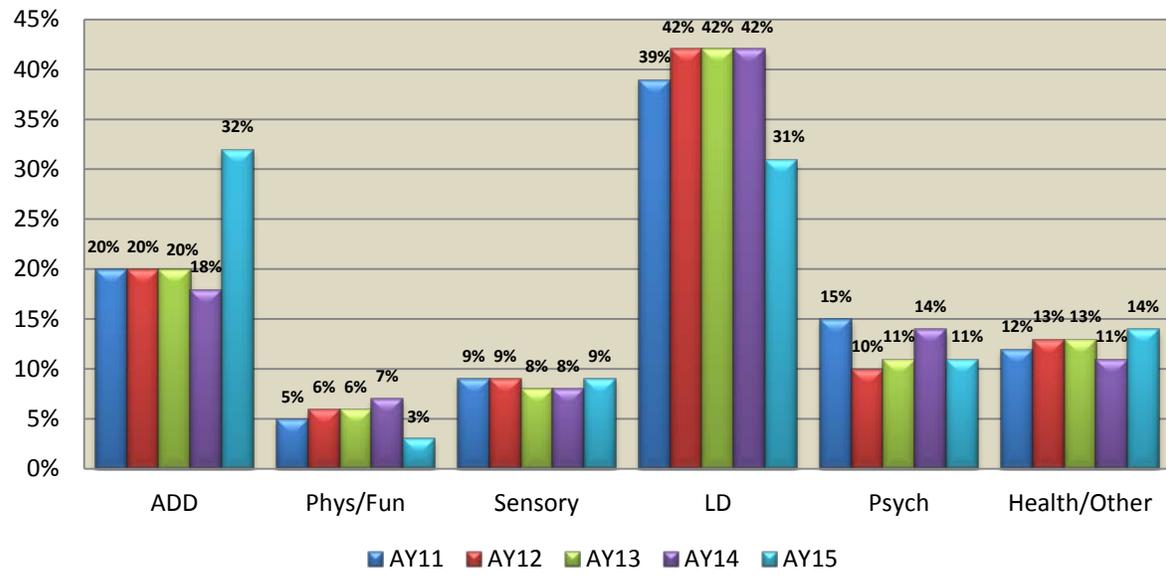
In order to be consistent with the yearly IBHE data requested by the Office of Civil Rights, these numbers have been based on 10th day counts for fall and spring only. That report does not include summer numbers nor students who register with our office after 10th day. However, when taking into account students who were only registered with ODS during summer 2014 (23 additional students) students who registered with OSDS after 10th day in fall and were here fall only (30 students), and students who registered with OSDS after 10th day in spring (20 students), the actual total number of students served is 356 compared to 351 from AY14, which shows an increase of 5 students.



Over the academic year, 16 students were academically dismissed, 29 were on warning, 14 were on probation, and 53 students graduated. In Fall 2014, 15% registered students were freshmen; 19% were sophomores; 25% had junior status; 33% were seniors; and 8% were enrolled in graduate studies. In Spring 2015, 14% were freshmen; 16% sophomores; 21% juniors; 42% seniors; and 7% 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, many of the supported disabilities have remained consistent with previous years with the exception of ADD, which has increased and LD, which has decreased.

**Office of Student Disability Services Disability Categories
For Students Registered with OSDS by Year (Fall Semester Figures)**



The following paragraphs outline how AY15 goals were met.

- Added information to the OSDS Web page for faculty, current, and prospective students in regards to support for high stakes testing, faculty appreciation event, faculty/staff information, graduate student information, therapy animals, test accommodation procedures, and assistive technology.
- 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. This database has not proven to provide the ease of use and flexibility that was promised, so OSDS has worked with ITS to develop a new database. Simplicity has been phased out in favor of the ITS database, which should be completed summer 2015.
- The Director and Assistant Director attended college fairs for students transitioning to the postsecondary level:
 - "Lincoln Way High School Turning Point, in Frankfort, IL on November 12, 2014
 - "Choices" October 23, 2014
- Coordinated and implemented a Faculty Appreciation Event with student recommendations of outstanding faculty and shared experience via the OSDS website.
- Coordinated panel presentations to faculty on student experiences in college as a student with disabilities.
- Coordinated panel presentations to faculty on faculty experiences utilizing Universal Design to better accommodate all students.

- 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 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 and Assistant Director 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.
- One work-study student was trained to perform various office tasks and was supervised by the Office Manager.
- A sign language interpreter for one student with a significant hearing impairment was coordinated through this office.
- Referrals were made to the SSC, Academic Advising, Reading Center, Writing Center, Counseling Center, Communication Disorders and Sciences Clinic, 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 served on the University Committee on Disability Issues. The Director acted as a substitute chair to the committee during absence of current chair. 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.
- OSDS organized and hosted the Illowa AHEAD Illinois spring seminar "Sheldon's Spot." The Director and Assistant Director attended the Illowa AHEAD Iowa round table "Sheldon's Spot," which focused on the Autism Spectrum Disorder.

- The Assistant Director ran for the position of Secretary on the Illowa AHEAD board and was elected for AY15. The Director ran for the position of Member at large on the Illowa AHEAD board and was elected for the AY15.
- The Office Manager attended Records Information Management training and Financial Manager: Duties and Responsibilities training. She continued the Leading Edge Program training.
- OSDS established Delta Alpha Pi International Honor Society as a registered student organization at Eastern Illinois University. This organization recognizes students with at least a 3.1 GPA who are also registered with OSDS. The Director and Assistant Director are the acting advisors for this RSO and have established four elected members of the organization as board members.
- OSDS has worked closely with the Autism Center to develop a pilot transitional program for students on the Autism spectrum to be piloted fall 2015. This program is called STEP. An email was sent to over 700 high school counselors at the end of May to alert them to this program, and the Director has talked to students and families who have indicated an interest.
- The Assistant Director attended Knapsacks to Backpacks event for Veterans.
- The Director and Assistant Director attended EIUnity conference.
- The Assistant Director regularly attended Making Excellence Inclusive meetings.
- The Director and Assistant Director provided training to the Writing Center staff.
- The Director and Assistant Director provided training to the Graduate Students in Communication Studies.
- The Director and Assistant Director provided training on mental health disabilities to HOPE.
- The Director and Assistant Director researched and reviewed trends and issues in the field of disability services specifically related to therapy animals, testing information, support services for students on the Autism Spectrum, and various OCR cases and outcomes.
- OSDS continued subscriptions with Disability compliance for Higher Education and Disability Response.
- OSDS collaborated with graduate students on the student's research project on students with learning disabilities in the college setting.

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. Students were asked to rate five statements on a strongly agree to strongly disagree scale. Responses from the two administrations—Fall 2014 and Spring 2015—have been combined; the evaluations remain very strong.

Statement	Strongly Agree	Agree	*Combination of Agree & Strongly Agree	Disagree	Strongly Disagree	NA
My experience with the Office of Student Disability Services has been positive.	71%	24%	95%	2%	1%	0%
I received courteous service.	72%	23%	95%	2%	2%	1%
My requests were addressed in a timely manner.	67%	28%	95%	2%	1%	2%
I received useful information.	65%	31%	96%	1%	2%	1%
I was given the opportunity to express my concerns fully.	69%	25%	94%	3%	2%	1%

Alternate Media and E-text

- During AY15, the Alternate Media Technology Specialist (AMTS) supervised the work of one employee who assisted in converting text into an electronic format.
- Continuing to purge digital library. Archiving is now done on a yearly basis.
- 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 AY15, 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 809 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
SU14	28	4	17	8	3	6
FA14	33	19	112	34	41	37
SP15	38	27	181	29	69	83
Totals			310	71	113	126

FOCUS Program

The FOCUS program, which is in its eighth 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.

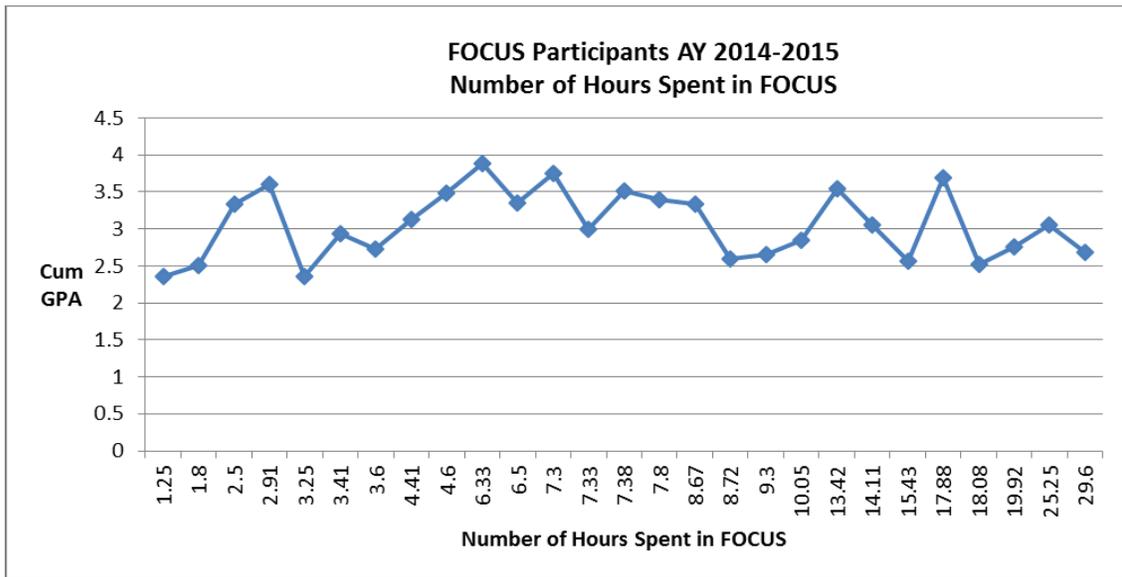
The Focus program also allows junior, senior, and graduate level EIU students the opportunity to gain experience in their chosen field of study by working as a FOCUS mentor. One graduate assistant from the Communications Disorders and Sciences Program was assigned to run the program with three undergraduate 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:

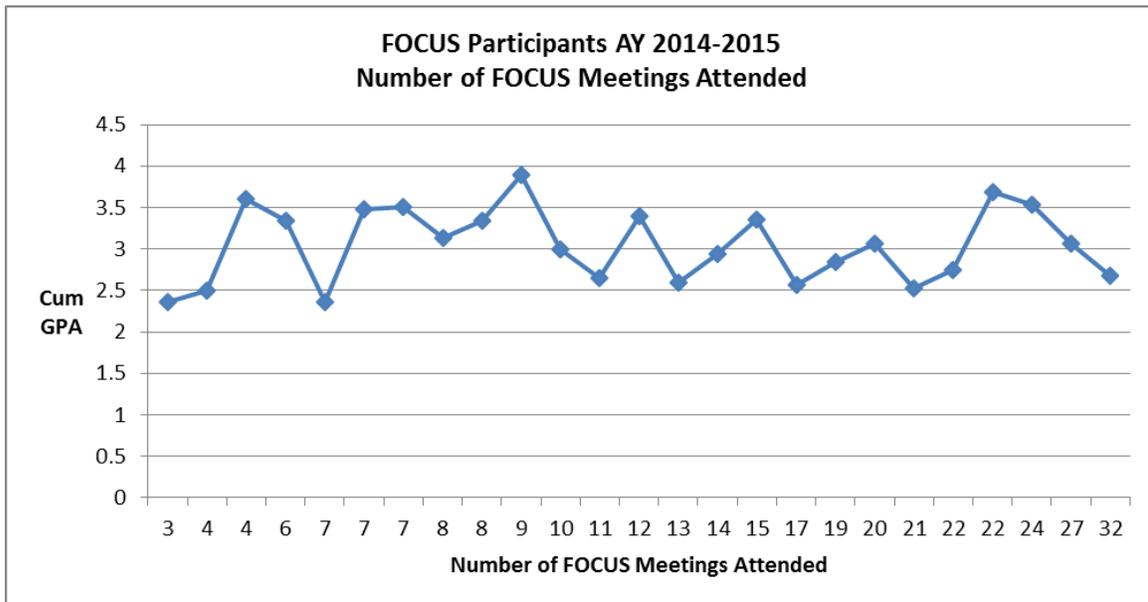
- Helping participants gain a better understanding of their disability and how it impacts them in an academic setting.
- Helping participants identify personal learning styles and how that impacts individual learning needs.
- Guiding development of critical thinking skills, such as analyzing information, applying it, and illustrating it.
- Reinforcing the use of designated accommodations.
- Helping students determine who 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 AY15, there were a total of 48 participants in the FOCUS Program. Seventeen students participated both semesters. Eight students participated in fall only and five students participated in spring only. The 48 FOCUS participants had the following disabilities: 30% learning disabilities; 10% Attention Deficit Hyperactivity Disorder; 37% multiple disabilities; 10% Autism Spectrum; 10% psychological, 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. Nine of the seventeen participants who attended FOCUS the entire year had cumulative GPA's of 3.0-4.0 at the end of the spring semester. Fifteen of the seventeen 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.



FOCUS students are surveyed each semester to better understand their views before and after participating in FOCUS. One hundred percent stated that FOCUS truly has made a difference in how they feel about school and 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.

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 519 students (Reinstated students 72; EIU 2919 318; Referrals 85; SIHL 44), which is a decrease of 153 students from AY14.
- There were 1660 total appointments (205 fewer appointments than AY14).
- SSC conducted 32 workshops and classroom presentations and presented to 1,280 students, which is a decrease of 160 students from the previous academic year. Ninety-six percent of students rated the workshops as good or excellent. Workshops were conducted for veterans, commuter students, ROTC, EIU 1111, sororities and fraternities, athletics, Prowl, Housing, TRiO, and transfer relations.
- Students consulting with SSC counselors were referred to the Counseling Center, Career Services, Disability Services, Health Services, TRiO, Financial Aid, Minority Affairs, the Writing Center, Reading Center, and Academic Advising.

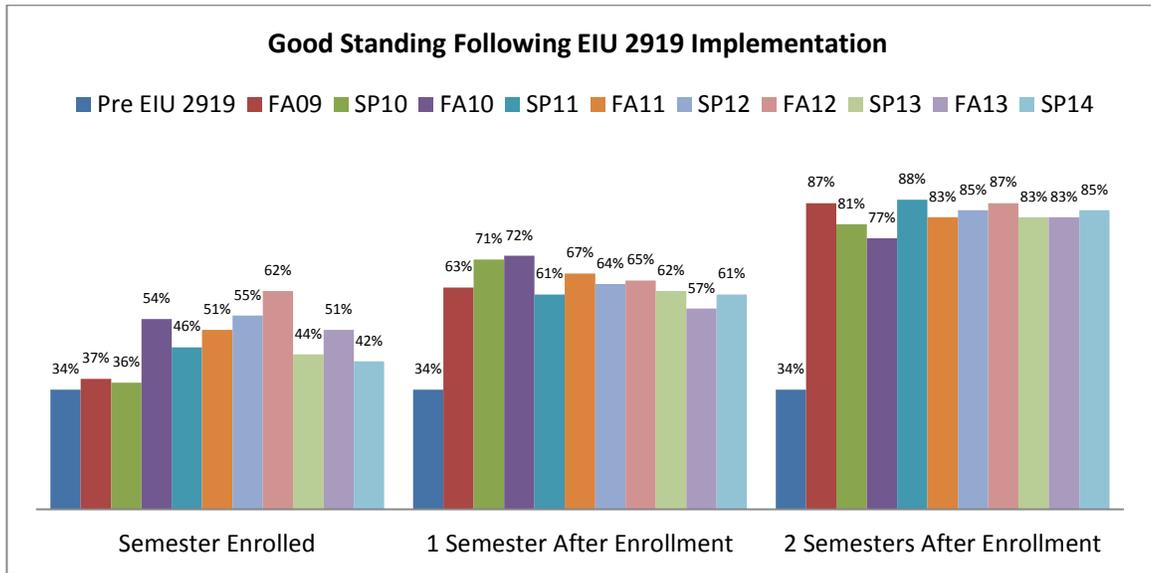
- Students were referred to the SSC by faculty, academic advising, EAS, fraternities/sororities, Disability Services, Gateway, the mid-term email, EWP, VPAA's office, TRiO, athletics, the Registrar's Office, EIU 1111 instructors, Testing and Evaluation, the Counseling Center, and Housing. Students also came in on their own or were referred by a friend.
- The Director and Assistant Director trained the 5 graduate assistants and 3 interns on how to provide services offered through the SSC.
- Although the Summer Institute of Higher Learning (SIHL) is a collaborative effort, the main responsibility for the program lies in the SSC. This program's data were given earlier in the report.
- The Director and Assistant Director both taught a section of University Foundations.
- The SSC website was maintained, including the departmental tutoring schedule for each semester. The department facebook account was updated and the twitter account was monitored.
- The Director and Assistant Director participated on RA training, Gateway training, the Panther Fair at Freshman Debut, presented to Debut Leaders, Prowl, open houses, and transfer orientation.
- SSC staff serve on the UF Advisory Committee, CORE, CSA Days Committee, Coalition of Student Support Services, NCA Self-Study Committee, Graduate School Financial Literacy Committee, thesis committees, COSPA Scholarship Committee, Special Admission Committee, CSA Thesis of the Year Committee. The Director and Assistant Director attended EIUUnity conference and CSA Days. The Assistant Director attended Rucksacks to Backpacks and Project Patriot lunch, the advisor coffee, was an EIU Reads facilitator, was a steward for the Sigma Phi Epsilon Balanced Man Program, and completed 15 graduate credit hours.
- The Assistant Director presented at the North Central Conference on summer sessions and did an SIHL video conference for NCCSSS conference.
- The SSC hosted representatives from One Goal, a non-profit from Chicago and acted as consultants to Indiana State University's Student Success Center.
- Although the BOOST program ended in AY12, we are still tracking graduation statistics for these students: The 2005 cohort had 47 students and 34% graduated; the 2006 cohort had 48 students and 52% graduated; the 2007 cohort had 47 students and had a 51% graduation rate; the 2008 cohort had 29 students and produced a 48% graduation rate, and the 2009 cohort had 70 students and had a 43% graduation rate.

EIU 2919

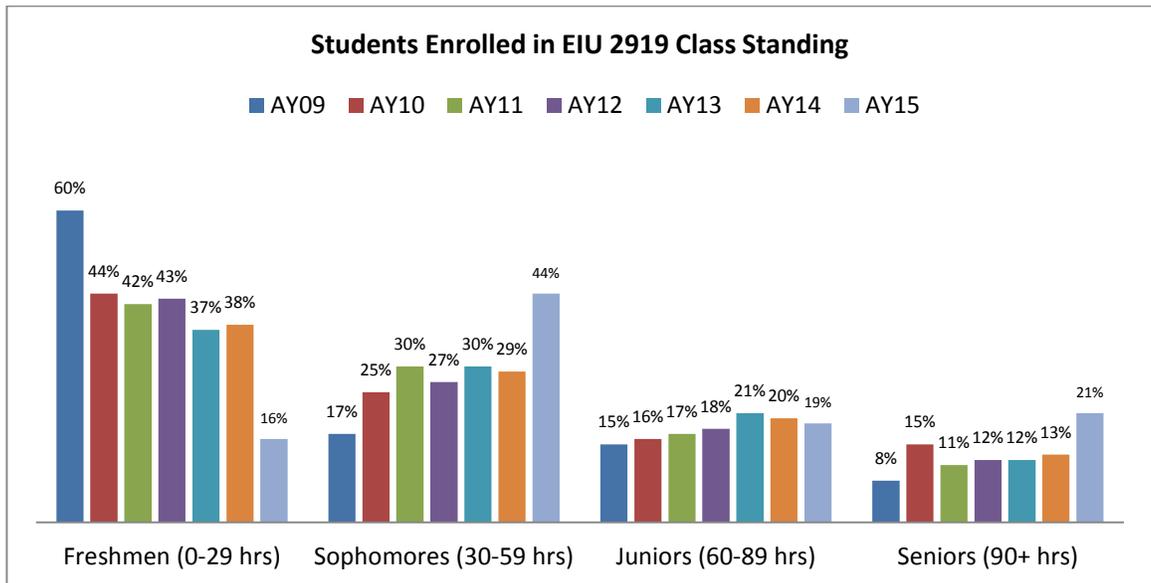
- The SSC collaborated with the Office of the Registrar to notify and place students into EIU 2919.

In AY15, the SSC delivered 21 sections of EIU 2919 for students on warning: 7 sections in FA14 and 14 sections in SP15. A total of 416 students were identified as needing the course, and 343 enrolled (82%), which is a 19% decrease from the previous year. Each semester an on-line version of the course is offered for students in on-line programs.

Prior to the required EIU 2919 course, only 34% of students ever regained good standing after going on academic warning. Typically, 400-450 students go on warning each year. The following chart shows students' academic standing following completion of EIU 2919:



All levels of class standing are represented in the course. As the following chart indicates, this past year showed a marked decrease in the number of freshmen required to take 2919.



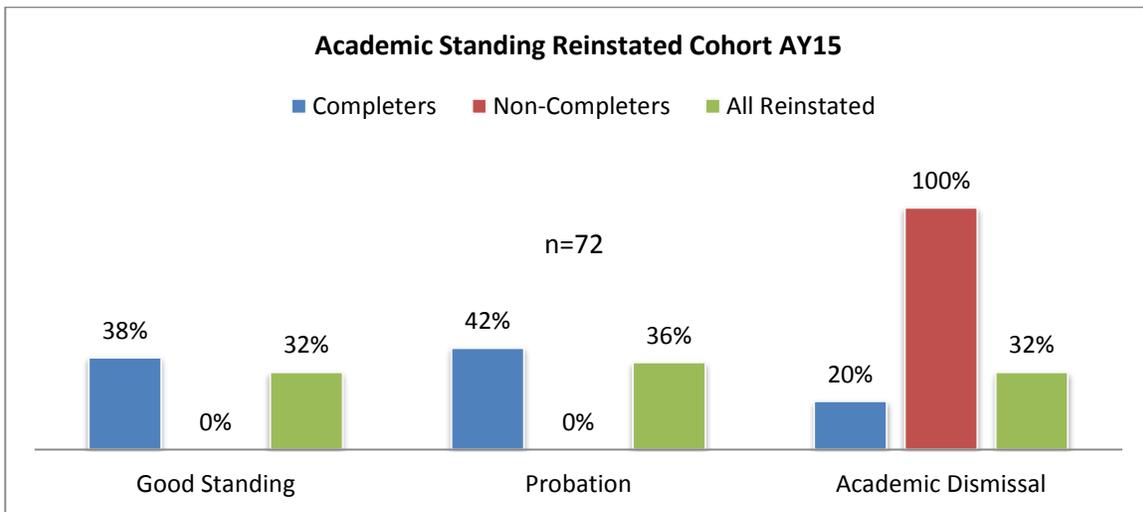
The full EIU 2919 report is available as Appendix T.

Reinstated Program

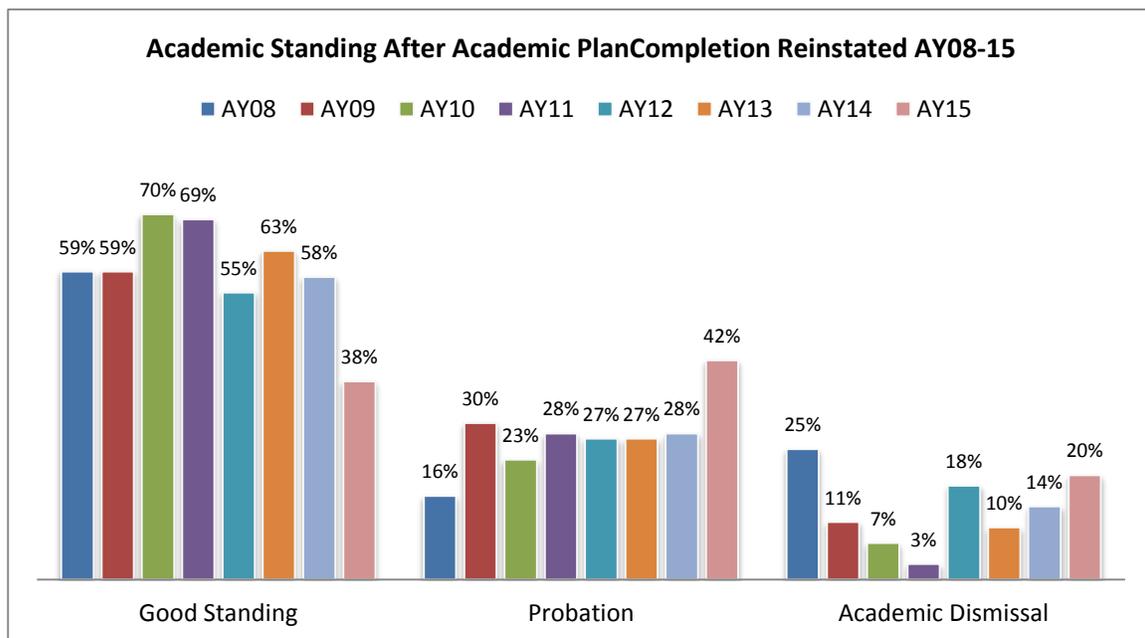
- In AY15, 72 students were reinstated to the University following dismissal; of these individuals, 39 students developed and completed their academic plan for a 54% completion rate, which shows a decrease of 17% from the previous year.

The following chart shows the academic standing of students re-admitted to the University for AY15, which was the ninth year for the reinstated program. Many students who are reinstated to the

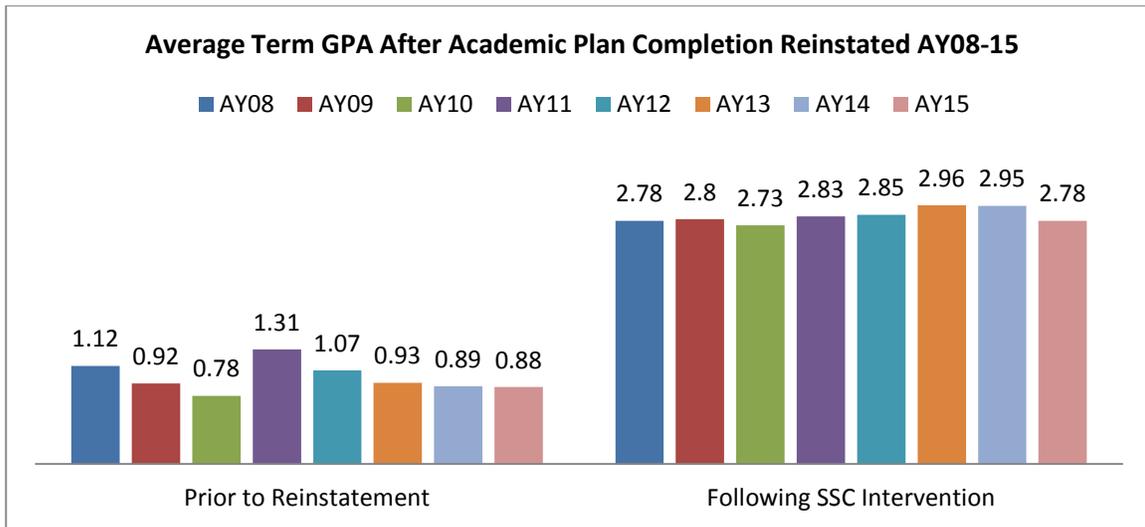
university have extremely low GPAs upon reinstatement which makes it difficult to regain good standing in one semester. The number of students who achieved good standing in one semester speaks to the strength and success of the program.



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; only students who completed their prescribed academic plan are represented.



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



Office of Testing and Evaluation

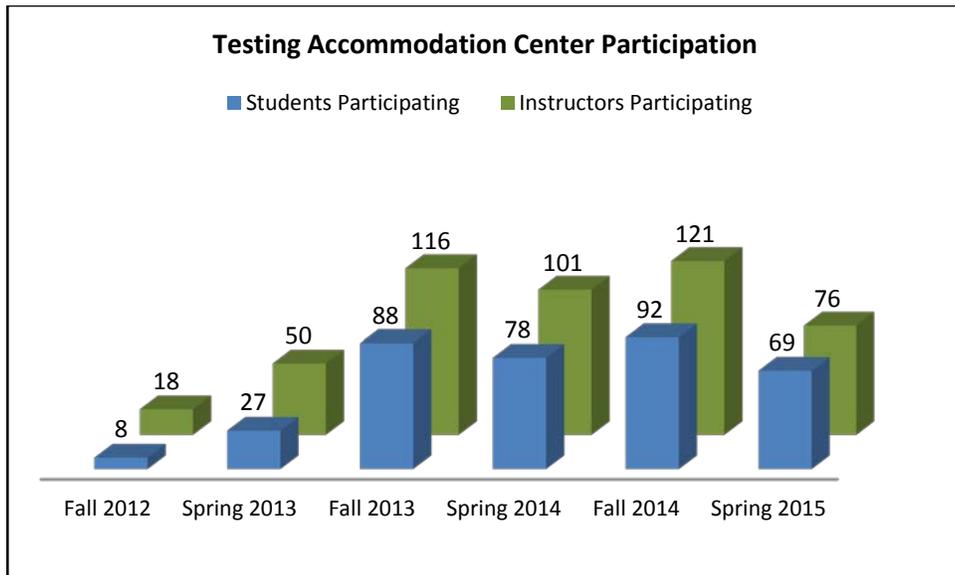
Mission: The Office of Testing & Evaluation supports the educational mission of the University by providing high quality testing, exam scoring, evaluation, and survey services for faculty, students, and staff. In addition, the Office of Testing & Evaluation provides testing services to the local community.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

OTE has established the following ongoing goals:

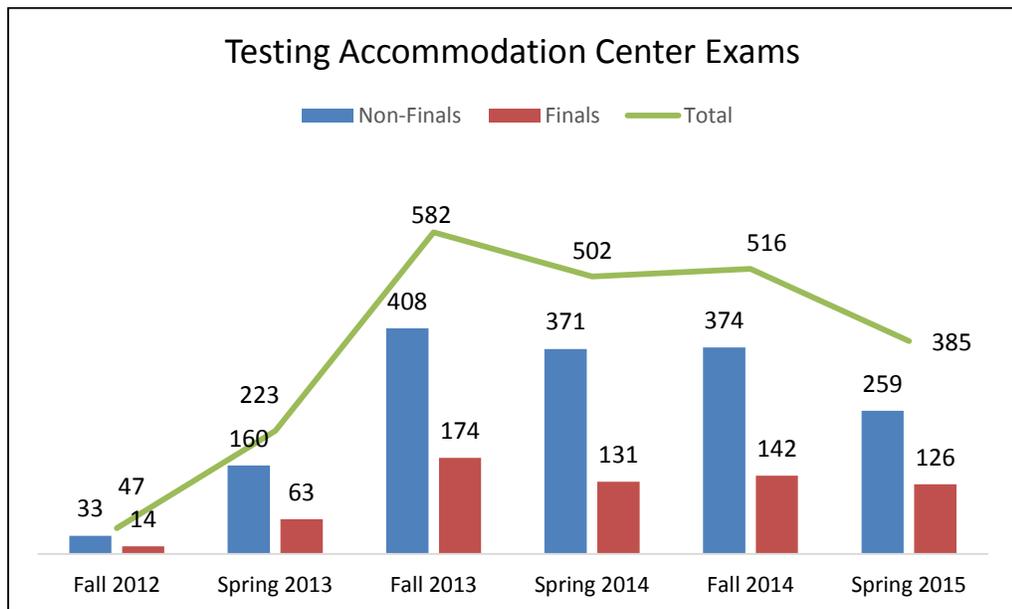
- Maintain a positive and productive environment for faculty, staff and students
- Provide timely, accurate scanning of exams, evaluations and surveys
- Run the Testing Accommodation Center
- Provide service to the University and community
- Engage in professional development activities
- Become a testing center for teacher certification for the state of Illinois

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

- This year was the second 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, 2014, 92 students (approximately 28% of eligible students) and 114 instructors used the TAC; in Spring 2015, 69 students (approximately 54% of eligible students) and 76 faculty members utilized the TAC. The chart below indicates usage by semester; FA12 and SP13 were the pilot semesters.



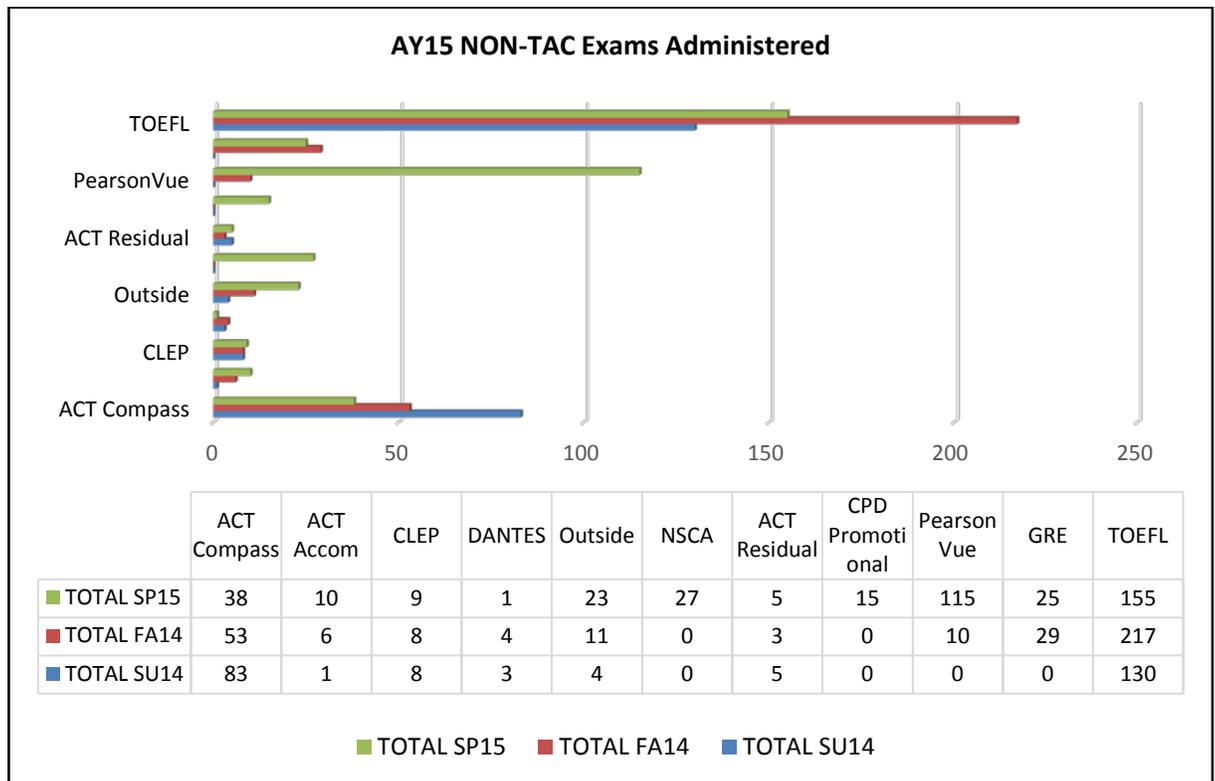
- The TAC administered 901 exams (268 during fall/spring finals) during AY15, which shows a decrease of 183 exams from AY14. The graph below shows totals by semester.



- OTE was awarded 2 Redden Grants totaling \$1900 for use in supporting the TAC. These funds were used to hire proctors and to purchase a document scanner to scan exams.
- 140 hours of proctoring were hired at a cost of \$2100.
- OTE was provided funding in the amount of \$9,407.25 to hire a Temporary-Extra Help person, Kristy Warman, assist in the TAC as well as work with the start up of Pearson Vue teacher certification testing.
- OTE continues to provide ACT Special Testing exams 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 to only EIU. Three exams were administered this academic year.

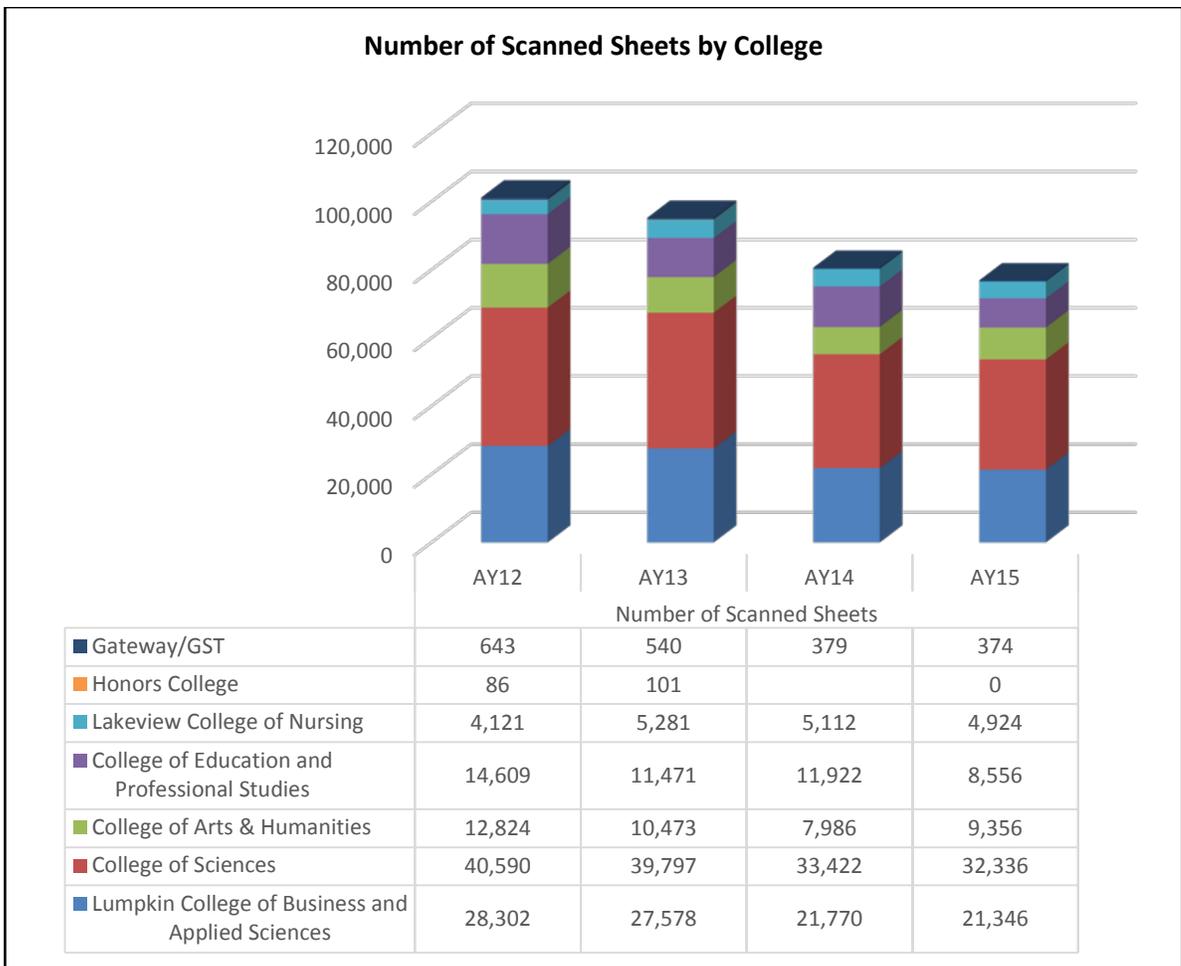
- In addition to the 35 TOEFL administrations (502 examinees), OTE began administering the GRE on a limited basis this year. We offered 13 administrations to 54 students this year. We are working with Prometric to try to offer this exam on a regular basis to provide a service to our students and employees seeking entry to graduate programs.
- In November 2014, OTE became an authorized PearsonVue Test Site. We are now able to offer most of the subject matter exams for Teacher Certification majors, as well as the TAP and APT. We administered 125 exams this year for PearsonVue.
- 244 additional exams were also administered by OTE during this AY (the number in parentheses indicates a change from the previous year). They included: 174 Math Placement (-9); 13 ACT Residual (NC); 25 CLEP (+10); 8 DSST (NC).
- OTE provided proctoring services to 17 non-EIU students, administering a total of 38 exams.
- OTE administered the National Strength and Conditioning Association Certified Personal Trainer certification (NSCA-Certified Personal Trainer) exam again this year for EIU students majoring in KSS (27 students).
- OTE continued to administer promotional exams for the City of Charleston Police Department (15 officers).
- The chart below is a breakdown of NON-Testing Accommodation Center exams administered by the Office of Testing & Evaluation.



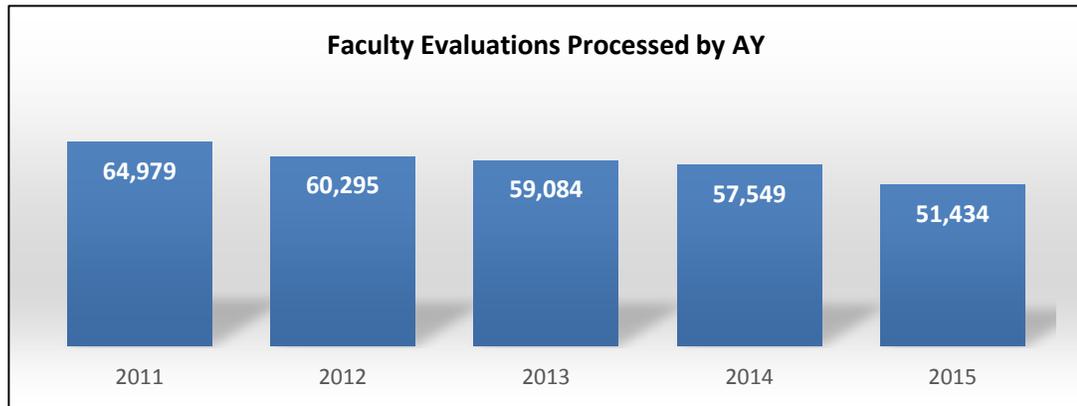
- OTE provided scanning services for Academic Challenge (900 sheets).

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%

- Gateway, SIHL, and GST 1000 students utilized the Nelson Denny. A total of 379 sheets were scored.
- OTE created a total of 20 surveys: Surveys were created, scanned (where applicable), and results generated for various search committees, CEPS Reading Teacher Survey, MEd Exit Survey, SOB Exit Survey, Philosophy Dept. Review, Philosophy Dept Student Assessment, Booth Patron Satisfaction Survey, Athletics, SIHL, and Special Ed.
- A total of 76,892 exam sheets were scanned, down approximately 4% from AY14. Below is a chart showing the total exam sheets scanned *by college* for AY12 - AY15.



- OTE processed 51,434 faculty evaluations (excludes Academic Advising), down approximately 10% 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*	3,797	2,755	Total # of Sections	1,024	1,042
Actual Roster Counts	74,603	53,836	Actual Roster Counts	19,710	20,767
Total forms scored		42,263	Total Replies	9,171	9,590
Response rate		79%	Response Rate	47%	46%

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

- OTE worked with ITS to develop a barcode tracking system for use with paper-based evaluations. All evaluation packets can now be tracked from creation to release to departments for administration and then from their return to OTE to pick up by department chair after scanning. We hope to create a similar system for exams. This system adds to the security of the evaluations.
- OTE administered the CLA+ assessment to 100 freshmen Fall semester and to 100 seniors Spring semester.
- Watson Glaser assessments were distributed to Senior Seminar courses. Students in online courses were given a link to complete the assessment online at a cost of \$30.00.
 - Detailed information is available in Appendix N.

Staff development activities include:

- The Director taught a section of EIU 1111 with a peer leader.
- The Director served on UFAC.
- The Director attended Records Information Management Training.
- The Director participated in a virtual meeting with NIU regarding the Early Alert System.
- The Director supervises the GA's from CASA and Housing that work with the Early Alert System.
- The Director assisted ITS with the university's migration to Office 365.

- Wendy Long and Carrie Gossett worked with Scantron and EIU's ITS department to purchase and install a Class Climate widget for D2L, allowing students to access and complete online evaluations within the D2L environment.
- Carrie Gossett participated in 3 Class Climate webinars: "Class Climate Presentation with EIU", "Class Climate Success Stories", and "What's New in Class Climate 6.1".
- Carrie Gossett was an online presenter for the Class Climate workshops: "Class Climate Presentation with EIU" and "Class Climate Success Stories."
- 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.

List of Appendices

Appendix A: FA14 Midterm Grades

Appendix B: SP15 Midterm Grades

Appendix C: SIHL Report

Appendix D: ACE Report

Appendix E: Early Alert System Report

Appendix F: Noel Levitz Retention Model Report

Appendix G: High D/F/W Gateway Courses

Appendix H: Undergraduate Assessment Report AY14

Appendix I: Graduate Assessment Report AY14

Appendix J: SU14 EWP Report

Appendix K: FA14 EWP Report

Appendix L: SP15 EWP Report

Appendix M: AY15 EWP Readings Executive Report

Appendix N: Watson-Glaser Critical Thinking Appraisal Report AY15

Appendix O: Responsible Survey SU14 Freshman AY15 Seniors Comparison

Appendix P: AY15 Speaking Report

Appendix Q: University Foundations Data

Appendix R: University Foundations Evaluations

Appendix S: University Foundations Citizenship Report

Appendix T: EIU 2919 Report

**Midterm Grade Report
October 2014**

FA14 Total Undergrad Enrollment		FA14	Difference Previous Fall	FA13	Difference Previous Fall	FA12
7640	# Emails Sent	1826 (24%)	-424	2250	-152	2402
	# Grades Given	2626	-833	3459	-254	3713

Note: percentages for this chart and the ones that follow are based on the number of students each semester that received midterm grades for that population, not the total number of grades submitted.

Number of Emails Sent by Student Level

	Total FA14 Enrollment	FA14	Difference Previous Fall	FA13	Difference Previous Fall	FA12
Freshmen	1693	750 (44%)	-150	900	+13	887
Sophomores	1454	458 (31%)	-82	550	-109	659
Juniors	1923	368 (19%)	-98	466	-51	517
Seniors	2522	236 (9%)	-85	321	-10	331
Graduates	1255	2 (<1%)	-7	9	+7	2
Post-Baccalaureates	66	2 (3%)	-2	4	-2	6

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

	Total FA14 Enrollment	FA14	Difference Previous Fall	FA13	Difference Previous Fall	FA12
Native		1269 (69%)	-285	1554 (69%)	-77	1631 (68%)
Transfer		552 (30%)	-128	680 (30%)	-79	759 (32%)
Not Designated		5 (<1%)	-15	16 (1%)	+4	12 (<1%)

Number of Grades Submitted by Type

	FA14	Difference Previous Fall	FA13	Difference Previous Fall	FA12
D	1128 (62%)	-420	1548 (45%)	-139	1687 (45%)
F	1025 (56%)	-427	1452 (42%)	-134	1586 (43%)
NC	270 (15%)	+26	244 (7%)	+39	205 (6%)
NF	68 (4%)	NC	68 (2%)	-8	76 (2%)
RD	5 (<1%)	-12	17 (<1%)	-8	25 (1%)
RF	21 (1%)	+1	20 (1%)	-15	35 (1%)
XD	31 (2%)	-5	36 (1%)	+1	35 (1%)
XF	71 (4%)	-1	72 (2%)	+21	51 (1%)

XNC	6 (<1%)	+4	2 (<1%)	-11	13 (<1%)
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Gender of Students Receiving Midterm Emails

	Total FA14 Enrollment	FA14	Difference Previous Fall	FA13	Difference Previous Fall	FA12
Female	4,839	954 (20%)	-197	1151	-67	1218
Male	3,044	872 (29%)	-227	1099	-85	1184

Ethnicity of Students Receiving Midterm Emails

	Total FA14 Enrollment	FA14	Difference Previous Fall	FA13	Difference Previous Fall	FA12
American Indian/Alaskan Native	21	11 (52%)	-1	12 (1%)	-1	13 (1%)
Asian/Pacific Islander	86	20 (23%)	-8	28 (1%)	-7	35 (1%)
Black, Non-Hispanic	1500	588 (39%)	-131	719 (32%)	+19	700 (29%)
Hispanic	444	140 (32%)	-3	143 (6%)	+21	122 (5%)
White, Non-Hispanic	6230	945 (15%)	-272	1217 (54%)	209	1426 (59%)
Unknown/Multiple	359	122 (34%)	-9	131 (6%)	+25	106 (4%)

Number of Grades Received by Students

	FA14	Difference Previous Fall	FA13	Difference Previous Fall	FA12
1 Grade	1252 (69%)	-153	1405 (62%)	-96	1501 (62%)
2 Grades	398 (22%)	-159	557 (25%)	-38	595 (25%)
3 Grades	133 (7%)	-89	222 (10%)	+6	216 (9%)
4 Grades	38 (2%)	-21	59 (3%)	-12	71 (3%)
5 Grades	4 (<1%)	-5	9 (<1%)	-8	17 (<1%)
6 Grades	1 (<1%)	+1	0	-1	1 (<1%)
7 grades	0		0	-1	1 (<1%)

FA14 Grades Submitted by Department & Level

Department	1000 Level	2000 Level	3000 Level	4000 Level
ACC				
AET	28			
AFR				
ANT		32	7	
ART	4	34		
BIO	77	67	10	
BGS				
BUS	43	49	49	
CDS		3		
CHM	150	55		
CMN	70	75	14	6
CTE	4		1	
ECN		19		
EDF		15		
EDP				
EDU		1		
EIU	51	26		6
ELE	2		3	
ENG	200	8	2	2
ESC	63		2	
FCS		2		
FLF, FLG, FLS, FLX	60	10		
GEG	50			
GEL	9			
GST	3			
HIC		6		
HIS	44	4		
HST		9	3	
JOU		4		
KSS	29	46	18	12
MAT	339	168	2	3
MGT			6	
MUS	5	128		
OPD				9
PHI	36	3		
PHY	34	1		
PLS	33	6		
PSY	42	21	31	7
REC				
RLS				
SED		2		
SOC	111	89		15
SPE		2		
THA		34		
WST		11		
TOTALS	1487 (57%)	930 (35%)	148 (6%)	60 (2%)
Difference from Previous Fall	-380 1867	-395 1325	-47 195	-12 72

Midterm Grade Report Spring 2015

Total SP15 Undergrad Enrollment		SP15	Difference Previous Spring	SP14	Difference Previous Spring	SP13
6943	# Emails Sent	1417 (20%)	-358	1775	-157	1932
	# Grades Given	2020	-542	2562	-322	2884

Note: percentages for this chart and the one that follows shows percentage of the total class or level that received midterm grades.

Number of Emails Sent by Student Level

	SP15 Total Enrollment	SP15	Difference Previous Spring	SP14	Difference Previous Spring	SP13
Freshmen	1137 (16%)	439 (39%)	-112	551 (31%)	+38	513 (27%)
Sophomores	1273 (18%)	385 (30%)	-1	386 (22%)	-172	558 (29%)
Juniors	1818 (26%)	339 (19%)	-127	466 (26%)	-1	467 (24%)
Seniors	2668 (38%)	248 (9%)	-118	366 (21%)	-14	380 (20%)
Graduates	1250	4 (<1%)	+2	2 (<1%)	-2	4 (<1%)
Post-Baccalaureates	47 (1%)	2 (4%)	-2	4 (<1%)	-5	9 (1%)

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

	Total SP15 Enrollment	SP15	Difference Previous Spring	SP14	Difference Previous Spring	SP13
Native	4156	973 (23%)	-244	1217	-98	1315
Transfer	2776	436 (16%)	-113	549	-57	606
Not Designated	11	8 (73%)	0	8	-3	11

Number of Grades Submitted by Type

	SP15	Difference Previous Spring	SP14	Difference Previous Spring	SP13
D	907 (45%)	-167	1074 (42%)	-233	1307 (45%)
F	847 (42%)	-221	1068 (42%)	-97	1165 (40%)
NC	122 (6%)	-80	202 (8%)	+14	188 (7%)
NF	57 (3%)	-9	66 (3%)	-4	70 (2%)
RD	25 (1%)	-11	36 (1%)	-3	39 (1%)
RF	36 (2%)	-19	55(2%)	+1	54 (2%)

XD	16 (1%)	-5	21(<1%)	+2	19 (1%)
XF	10 (<1%)	-26	36 (1%)	-1	37 (1%)
XNC	0	-4	4 (<1%)	-1	5 (<1%)

Gender of Students Receiving Midterm Emails

	Total SP15 Enrollment	SP15	Difference Previous Spring	SP14	Difference Previous Spring	SP13
Female	4148	719 (17%)	-214	933	-23	956
Male	2781	698 (25%)	-144	842	-134	976

Ethnicity of Students Receiving Midterm Emails

	Total SP15 Enrollment	SP15	Difference Previous Spring	SP14	Difference Previous Spring	SP13
American Indian/ Alaskan Native	20	13 (1%)	+3	10 (<1%)	+4	6 (<1%)
Asian/Pacific Islander	71	15 (1%)	-10	25 (1%)	+2	23 (1%)
Black, Non-Hispanic	1277	470 (33%)	-118	588 (33%)	-65	653 (34%)
Hispanic	382	96 (7%)	-12	108 (6%)	-3	121 (6%)
White, Non-Hispanic	4794	711 (50%)	-237	948 (53%)	-90	1038 (54%)
International/ Multiple/Unknown	399	112 (8%)	+16	96 (5%)	+5	91 (5%)

Number of Grades Received by Students

	SP15	Difference Previous Spring	SP14	Difference Previous Spring	SP13
1 Grade	976 (69%)	-247	1223	-52	1275 (66%)
2 Grades	299 (21%)	-84	383	-57	440 (23%)
3 Grades	110 (8%)	-6	116	-40	156 (8%)
4 Grades	27 (2%)	-14	41	-7	48 (2%)
5 Grades	1 (<1%)	-11	12	+3	9 (1%)
6 Grades	1 (<1%)	+1	0	-4	4 (<1%)

SP15 Grades Submitted by Department & Level

Department	1000 Level	2000 Level	3000 Level	4000 Level
ACC				5
AET	4			1
AFR	12	14	1	
ANT		53		
ART	6	48	6	
BIO	45	109	1	2
BUS	100	81	17	
CDS		17		2
CHM	73	25		
CMN	42	81	7	1
ECN		30		
EDF		11		
EDU		1		
EIU		72		22
ELE		8		3
ENG	85		2	3
ESC	60	6		
FCS	9	38	19	10
FLF, FLG, FLS, FLX	54	3	2	
GEG	54			
GEL	5	1		
HIS	27	6	3	
HST				4
JOU		16		
KSS	23	26		3
MAT	193	155	10	1
MUS		56		
OPD				1
PHI	7		12	
PHY	39		1	
PLS	14	26		
PSY		17	28	
RLS				
SED		2		
SOC	14	26	9	
THA		37	13	
TOTALS	866	965	131	58
Total difference from previous spring	-406 1272	-44 1009	-47 178	-45 103

Summer Institute for Higher Learning Report AY15

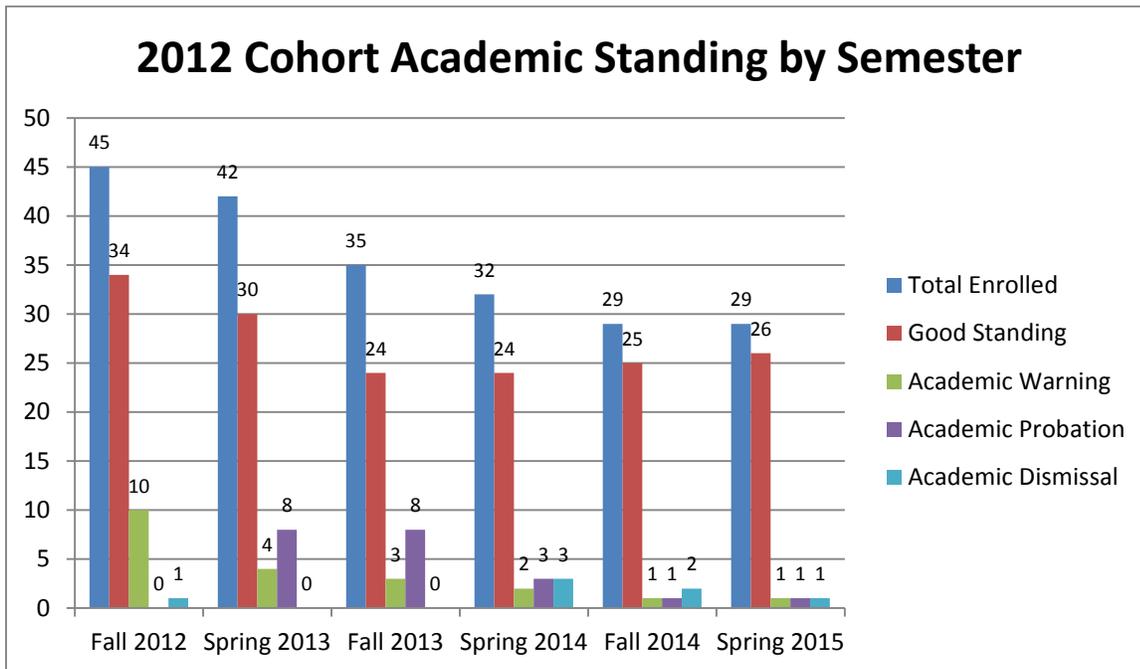
The Summer Institute for Higher Learning (SIHL) is a by-invitation program for students who do not meet the combined minimum high school GPA and ACT composite score requirement for regular admission to EIU. Students who successfully meet the requirements of the SIHL are admitted to the university for the upcoming fall term with the requirement of meeting with a Student Success Center (SSC) staff member semi-monthly during their first academic year. During these meetings students are assessed in the area of study skills, note-taking, time management, test-taking, motivation, goal-setting, self-responsibility, and campus involvement. Needs are 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 either an academic hold being placed on the student's record, or removal from the Summer Institute cohort and thus the university if they were not adhering to the plan by midterm of both the fall and spring semesters.

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 despite increased accountability standards imposed during AY15. Increased accountability standards include a weekly study table hours completed requirement (4), GPA (2.0 minimum), and hours earned (12) requirement per semester.

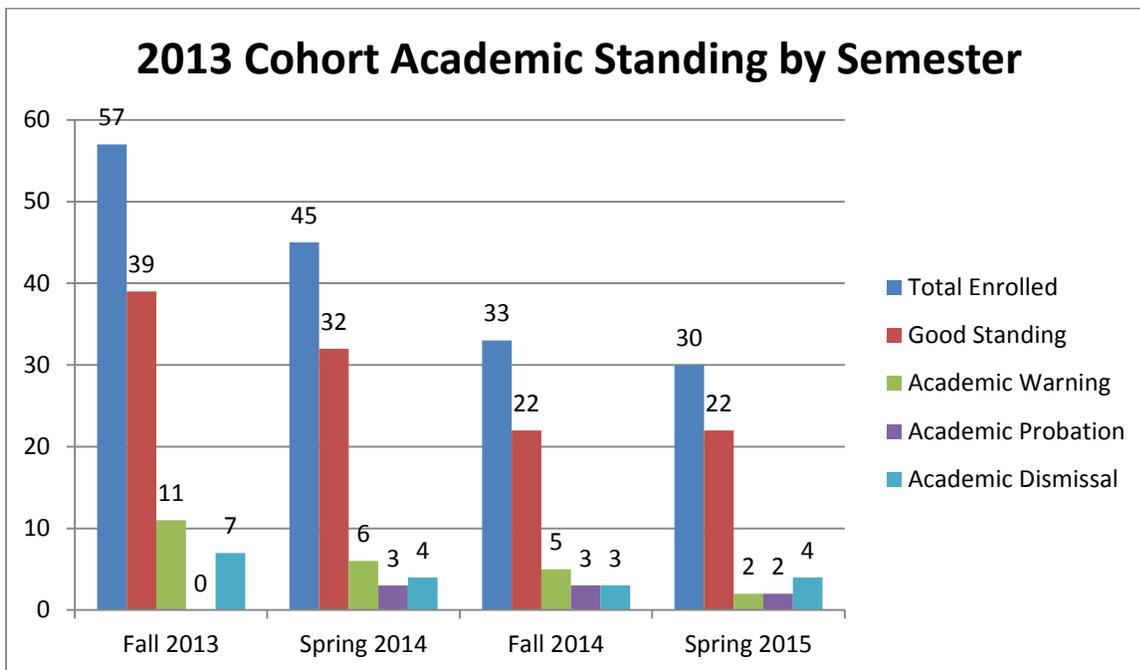
The following chart shows enrollment information prior to the spring 2015 term for all SIHL cohorts.

	Completed Summer	Began Fall Freshman year	#enrolled Spring 15	#Not Retained	%Not Retained
2012	53	45	29	16	35.5%
2013	60	57	30	27	47.3%
2014	47	44	34	10	22.7%

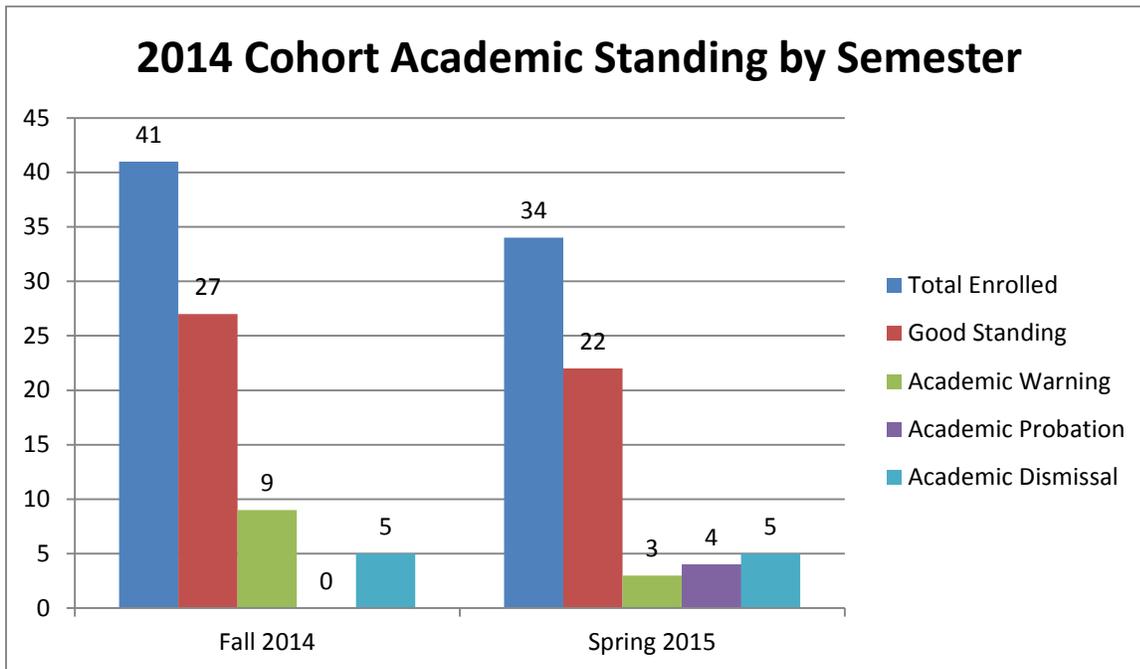
The following chart represents the 2012 cohort's academic standing by semester.



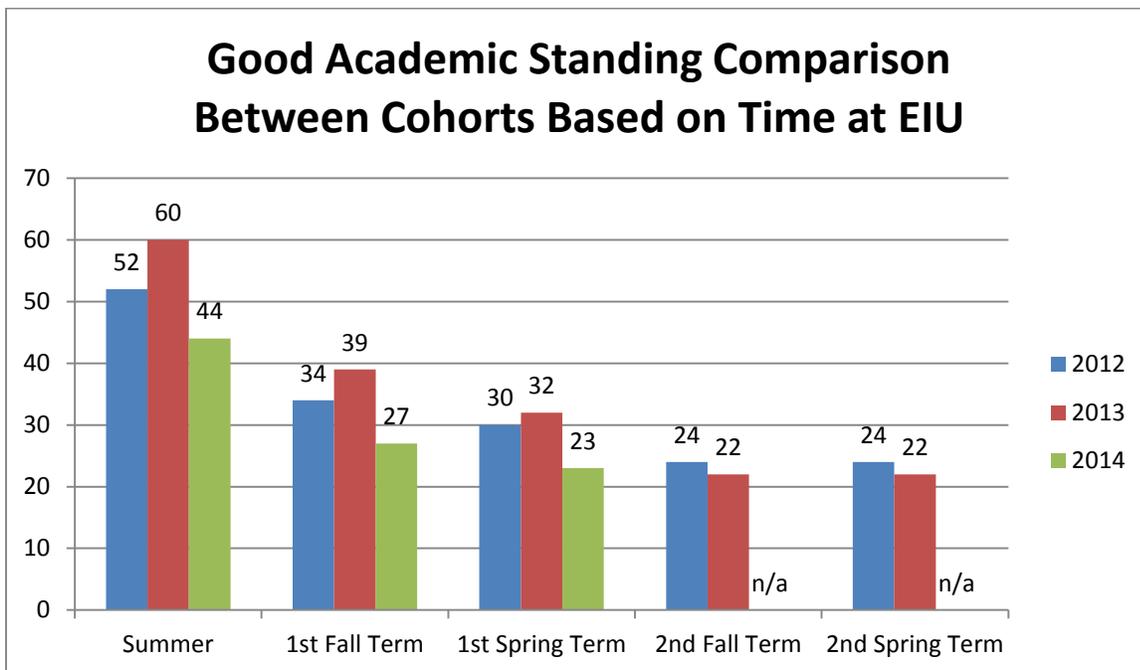
The following chart represents the 2013 cohort's academic standing by semester.



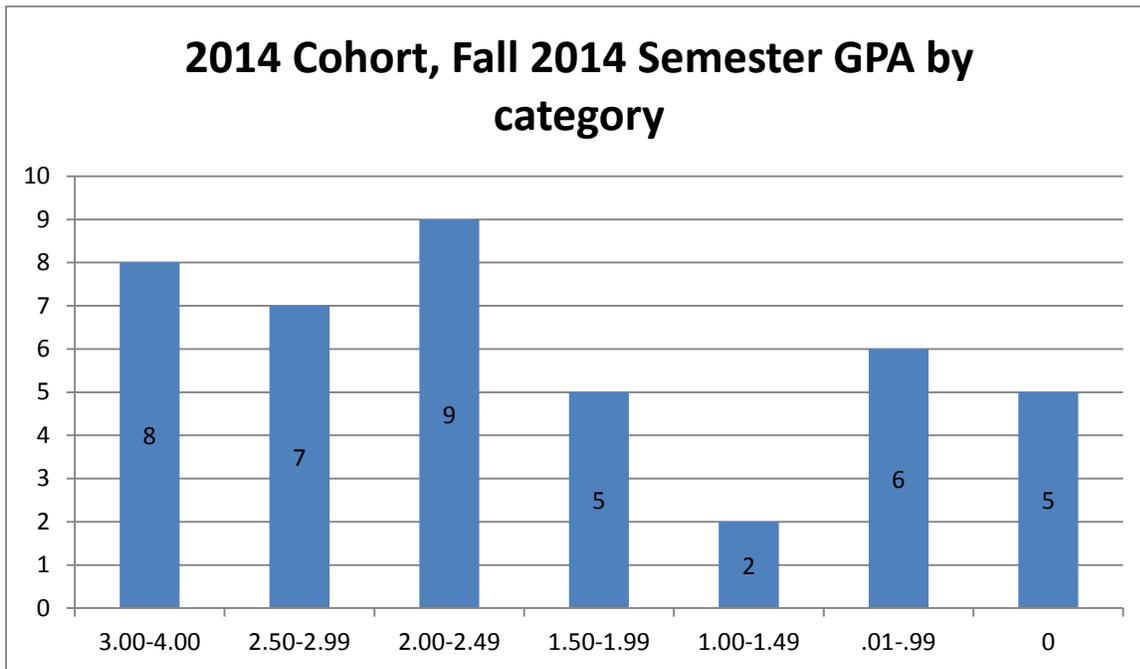
The following chart represents the 2014 cohort's academic standing by semester.



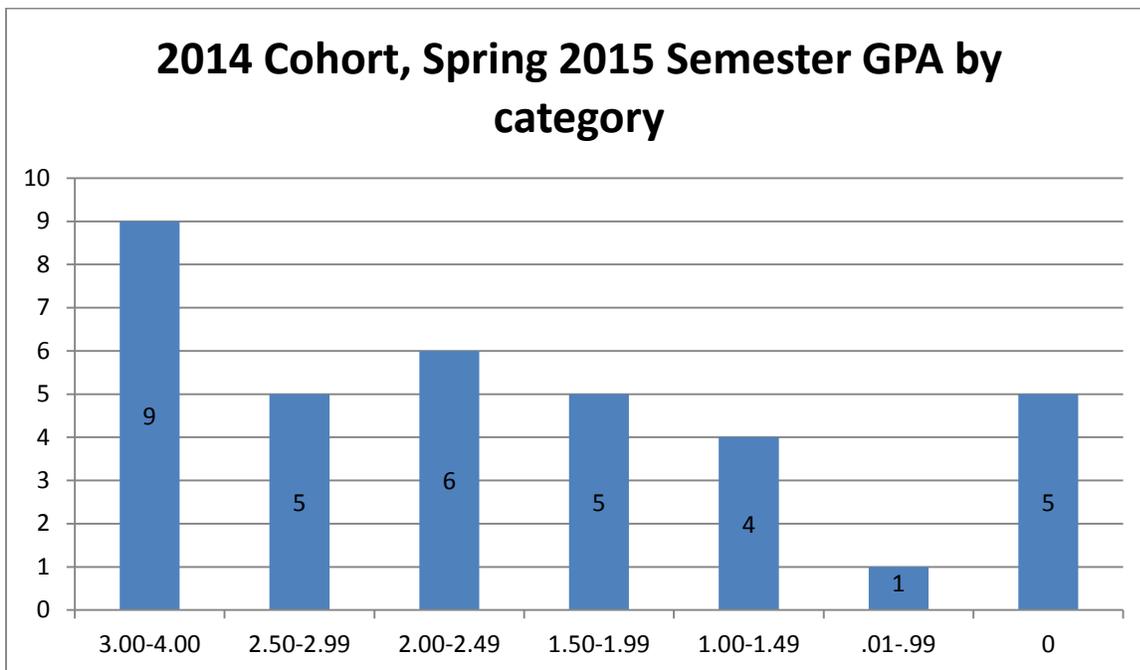
The following chart represents SIHL students on good standing based on time at EIU.



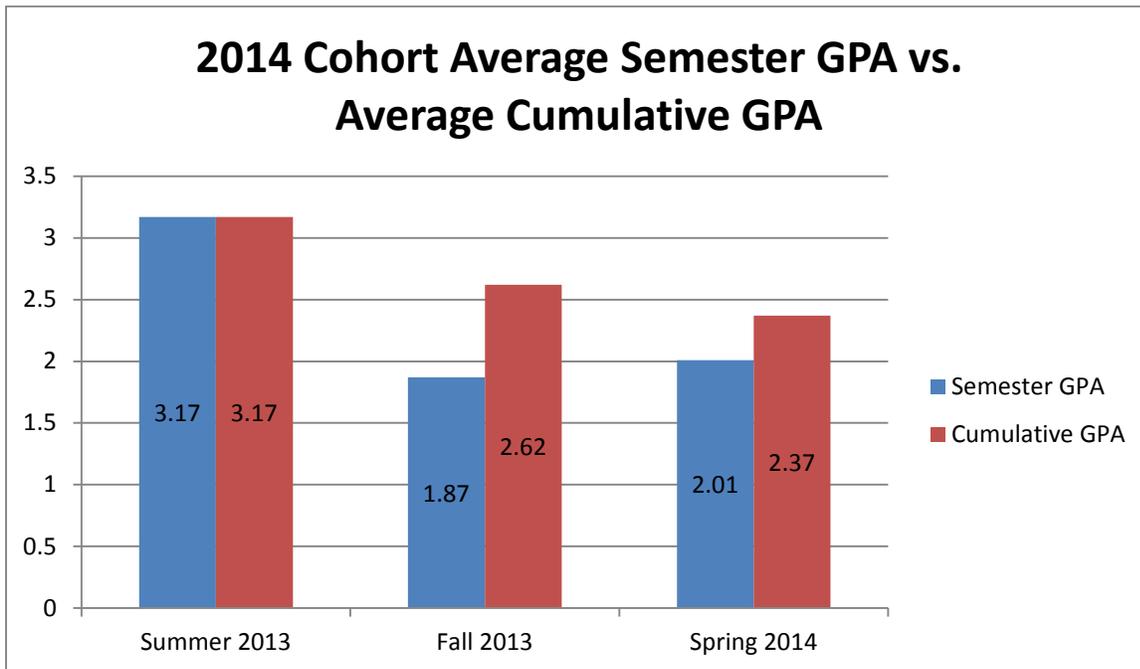
The following chart represents the 2014 cohort's fall 2014 semester GPA by category.



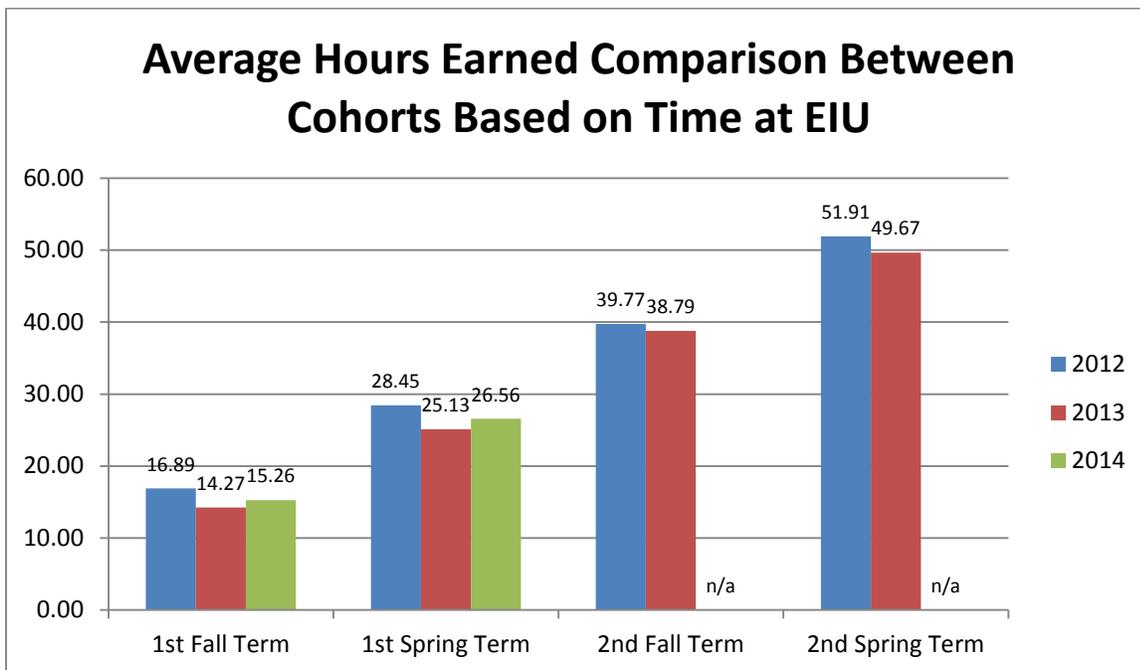
The following chart represents the 2014 cohort's spring 2015 semester GPA by category.



The following chart represents the 2014 cohort's average semester and cumulative GPA by semester.



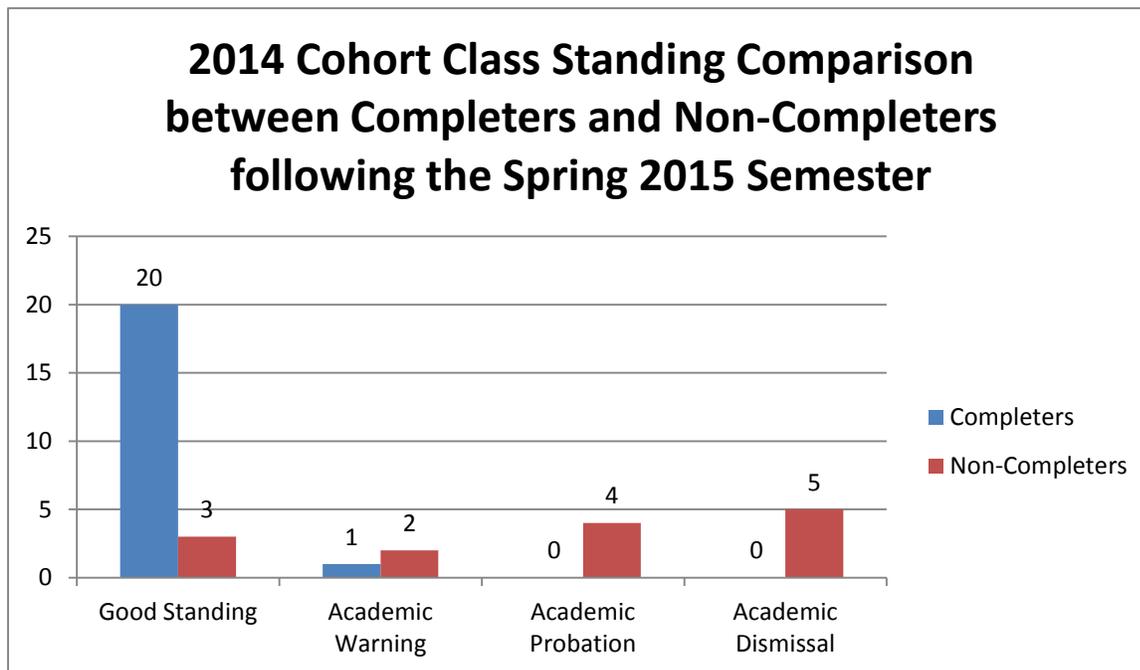
The following chart compares SIHL cohorts' average hours earned based on time at EIU.



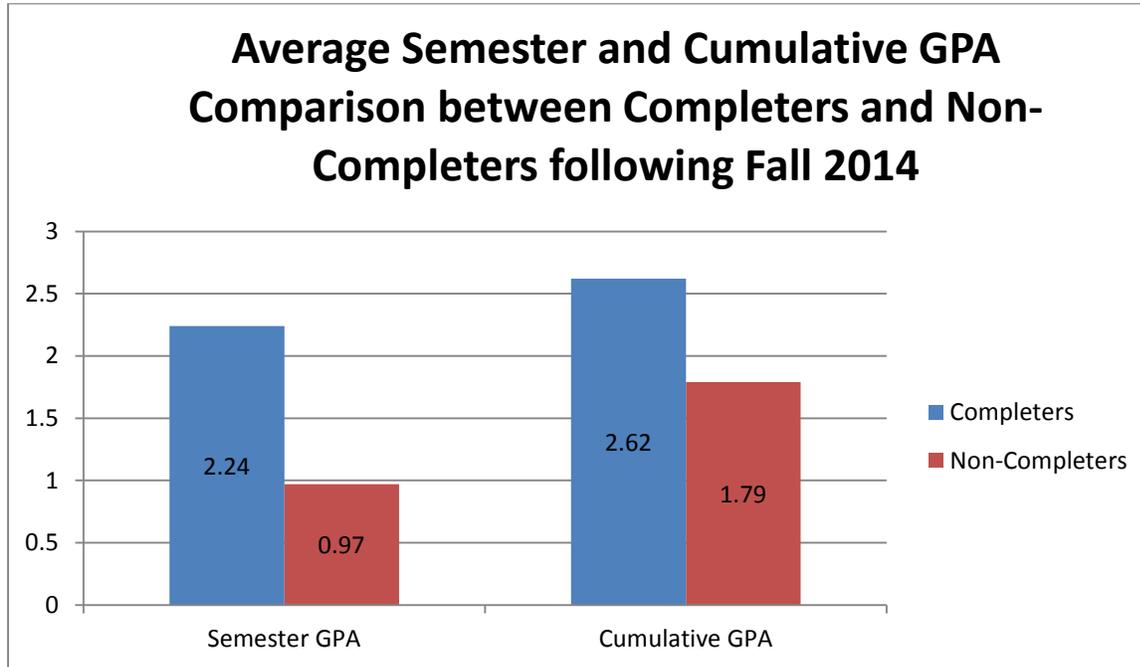
Completers and Non-Completers

All students of the 2014 SIHL cohort were identified individually as either completers or non-completers. Completers are students who regularly attended meetings, followed their academic plan designed by their SSC advisor, and were open to academic suggestion. Non-completers did not schedule meetings with their assigned advisor, failed to attend scheduled meetings, and/or did not follow their academic plan. Of the 41 total students enrolled during the fall 2014 semester, 29 were identified as completers while 12 were identified as non-completers. Of the 35 total students enrolled in the spring 2015 semester, 21 were identified as completers while 14 were identified as non-completers. Completers are much more likely to be in good academic standing, have higher semester and cumulative GPAs, and more completed hours.

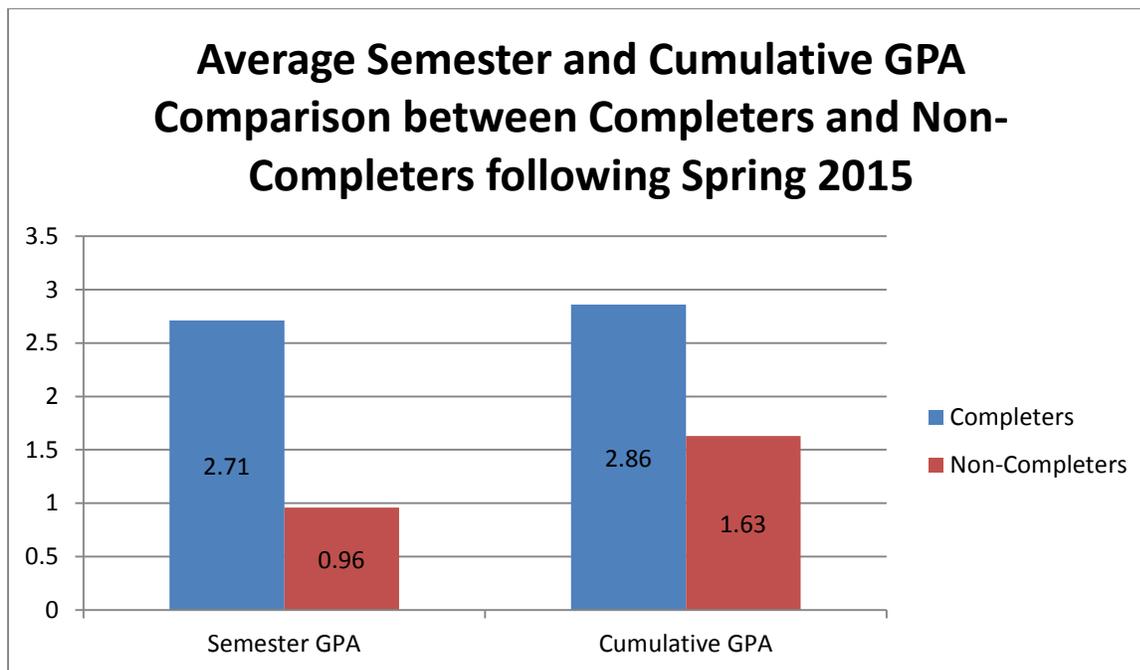
The following chart represents a class standing comparison between completers and non-completers following spring 2015.



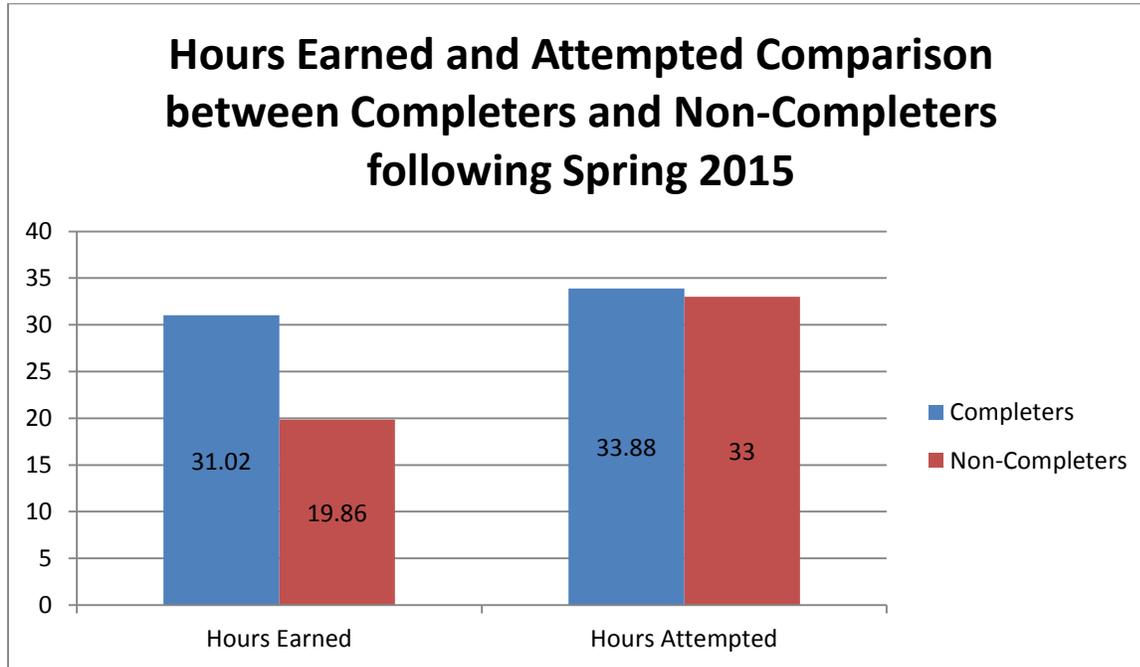
The following chart represents a comparison between completers and non-completers semester and cumulative GPAs following fall 2014.



The following chart represents a comparison between completers and non-completers semester and cumulative GPAs following spring 2015.



The following chart represents a comparison between completers and non-completers hours earned and hours attempted following spring 2015.



ACE Report 2015

The Achieving Collegiate Excellence program (ACE) began admitting students for FA14 who did not meet the Gateway criteria of minority or first-generation status but whose ACT and gpa did not make them standard admits. In FA14, 39 students were enrolled in the program. Fifteen (38%) of these students were first-generation.

What follows are data on this first cohort following their freshman year of attendance. They will be tracked by cohort year with academic standing as well as graduation and retention rates.

Gender		
Female	23	58.97%
Male	16	41.03%
Total	39	

Ethnicity		
Black	15	38.46%
Hispanic	3	7.69%
Multiple	1	2.56%
Not Reported	1	2.56%
White	19	48.72%
Total	39	

Academic Standing After First Year		
Good Standing	29	76.32%
Warning	5	13.16%
Probation	3	7.89%
Dismissed	1	2.63%
Total	38	

Note: one student left after FA14 with a 3.7 gpa

GPA After First Year		
< 2.0	9	23.68%
2.0-2.49	7	18.42%
2.5-2.99	16	42.11%
3.0-3.49	6	15.79%
3.5 +	0	0.00%
Total	38	

Credits Earned After First Year		
<24	17	43.59%
24+	22	56.41%
Total	39	

EIU 1111 Grades		
A	20	51.28%
B	5	12.82%
C	7	17.95%
D	1	2.56%
F	4	10.26%
didn't take	2	5.13%
Total	39	

EIU 2919 Grades		
A	0	
B	6	75.00%
C	1	12.50%
D	0	0.00%
F	1	12.50%
Total	8	20.51%

Early Alert Report AY15

Total Number of Alerts						
	FA14		FA13		FA12	
attendance only	245	20.52%	175	22.91%	191	19.79%
assignment only	525	43.97%	266	34.82%	340	35.23%
other only	0	0.00%	6	0.79%	15	1.55%
attendance and assignment	424	35.51%	317	41.49%	419	43.42%
Total	1194	100.00%	764	100.00%	965	100.00%

Total Number of Alerts						
	SP15		SP14		SP13	
attendance only	186	25.44%	15 0	21.49%	176	24.14%
assignment only	107	14.64%	27 7	39.68%	236	32.37%
comment only	2	0.27%	2	0.29%	3	0.41%
attendance and assignment	40	5.47%	26 9	38.54%	314	43.07%
attendance, assignment, and performance	73	9.99%				
attendance and performance	125	17.10%				
assignment and performance	75	10.26%				
performance	123	16.83%				
Total	731	100.00%	69 8	100.00%	729	100.00%

Number of Students Who Received Alerts						
	FA14		FA13		FA12	
Received 1 Alert	475	64.80%	390	73.17%	447	69.63%
Received 2 Alerts	146	19.92%	96	18.01%	125	19.47%
Received 3 Alerts	67	9.14%	26	4.88%	37	5.76%
Received 4 Alerts	21	2.86%	13	2.44%	23	3.58%
Received 5 Alerts	14	1.91%	3	0.56%	5	0.78%
Received 6 or more Alerts	10	1.36%	5	0.94%	5	0.78%
Total	733	100.00%	533	100.00%	642	100.00%

Number of Students Who Received Alerts						
	SP15		SP14		SP13	
Received 1 Alert	373	72.99%	347	71.11%	285	61.03%
Received 2 Alerts	92	18.00%	99	20.29%	129	27.62%
Received 3 Alerts	24	4.70%	30	6.15%	32	6.85%
Received 4 Alerts	13	2.54%	8	1.64%	17	3.64%
Received 5 Alerts	5	0.98%	1	0.20%	3	0.64%
Received 6 Alerts	3	0.59%	0	0.00%	0	
Received 7 Alerts	1	0.20%	1	0.20%	1	0.21%
Received 8 Alerts	0	0.00%	1	0.20%	0	
Received 10+ Alerts	0	0.00%	1	0.20%	0	
Total	511		488		467	
	FA14	FA13	FA12			
# Faculty Who Submitted	153	106	101			

	SP15	SP14	SP13
# Faculty Who Submitted	103	96	82

Final Grades							
	FA14		FA13		Difference (14-13)	FA12	
Final Grade	# Grades	% of Grades	# Grades	% of Grades	# Grades	# Grades	% of Grades
A	36	3.02%	15	2.42%	21	28	3.85%
B	133	11.14%	48	7.74%	85	63	8.65%
C	239	20.02%	120	19.35%	119	124	17.03%
D	139	11.64%	81	13.06%	58	97	13.32%
F	187	15.66%	108	17.42%	79	138	18.96%
I	4	0.34%		0.00%	4		0.00%
NC	60	5.03%	47	7.58%	13	27	3.71%
NF	91	7.62%	33	5.32%	58	64	8.79%
Withdrawals	245	20.52%	138	22.26%	107	160	21.98%
X	2	0.17%	1	0.16%	1	5	0.69%
XF or XNC	5	0.42%	3	0.48%	2	4	0.55%
Drops	52	4.36%	26	4.19%	26	18	2.47%
CR	1	0.08%		0.00%	1		0.00%
Total	1194		620		574	728	

Final Grades							
	SP15		SP14		SP13		Difference
Final Grade	# Grades	% Grades	# Grades	% of Grades	# Grades	% of Grades	# Grades
A	15	2.05%	26	4.64%	20	4.07%	6
B	74	10.12%	68	12.14%	45	9.16%	23
C	141	19.12%	120	21.43%	42	8.55%	78
D	89	12.18%	57	10.18%	70	14.26%	-13
F	124	16.96%	99	17.68%	83	16.90%	16
I	3	0.41%	1	0.18%	0	0.00%	1
NC	19	2.6%	25	4.46%	19	3.87%	6
NF	73	9.99%	38	6.79%	51	10.39%	-13
Withdrawals	164	22.44%	99	17.68%	138	28.11%	-39
X			7	1.25%		0.00%	7
XF or XNC	2	0.27%	2	0.36%	6	1.22%	-4
Drops			11	1.96%	14	2.85%	-3
CR						0.00%	
No Grades	27	3.69%	7	1.25%	3	0.61%	4
Total	731	100%	560	100.00%	491	100.00%	-154

AY15 Retention Model Comparison of FA14 and FA15 Cohorts

FA13 Freshmen Retention						
Variable	# FA13 Freshmen Total	% Freshman Class	# Retained	# Not Retained	% of Those Not Retained	% of Original Cohort Retained to FA15
Hispanic Ethnic Flag	93	7%	60	33	10%	64.52%
EIU Reads Attendance	125	9%	77	48	15%	61.60%
Financial Aid Gap	377	28%	253	124	38%	67.11%
Percent of Need Met	255	19%	171	84	26%	67.06%
Expected Family Contribution of Zero	436	33%	296	140	43%	67.89%
HS GPA Below 2.84	496	37%	308	188	57%	62.10%
At-Risk Dept. or Undeclared	719	54%	513	206	63%	71.35%
Not an Athlete	1191	90%	896	295	90%	75.23%
Total	1325		997	328		75.25%

FA14 Freshmen Retention						
Variable	# FA14 Freshmen Total	% Freshman Class	# Retained	# Not Retained	% of Those Not Retained	% of Original Cohort Retained to SP15
Hispanic Ethnic Flag	79	7%	60	15	19%	81.01%
EIU Reads Attendance	123	11%	77	17	14%	86.18%
Financial Aid Gap	141	12%	253	20	14%	85.82%
Percent of Need Met	392	35%	171	53	14%	86.48%
Expected Family Contribution of Zero	296	26%	296	46	16%	84.46%
HS GPA Below 2.84	432	38%	308	70	16%	83.80%
At-Risk Dept. or Undeclared	637	56%	513	82	13%	87.13%
Not an Athlete	1005	89%	896	122	12%	87.86%
Total	1129		1000	129	11%	88.57%

The difference among the two classes was most apparent in the financial aid gap and the percentage of need met variables. The gap decreased by 16% in the FA15 cohort while the percentage of need met increased by 16%. The number of students at zero EFC also decreased by 7% in the FA15 cohort. The other variables remained within a percentage point or two of the FA14 class.

For both cohorts the at-risk majors made up 54% of the freshman class. In FA13 special admission populations were 17% of the class whereas they made up 21.97% of the FA14 class. The charts below outline the numbers of students by the special admission program and their retention status to date.

FA13 Retention of Special Admit Populations						
Population	# FA13 Freshmen	% Freshman Class	# Retained	# Not Retained	% of Those Not Retained	% of Original Cohort Retained to FA14
SAGA or ACE	5	<1%	1	4	1.22%	20.00%
Gateway	163	12%	108	55	16.77%	66.26%
SIHL	61	5%	33	28	8.54%	54.10%
Total	229	17%	142	87	26.52%	62.01%

FA14 Retention of Special Admit Populations						
Population	# FA14 Freshmen	% Freshman Class	# Retained	# Not Retained	% of Those Not Retained	% of Original Cohort Retained to SP15
SAGA or ACE	39	3.45%	39	0	0.00%	100.00%
Gateway	165	14.61%	143	22	17.05%	86.67%
SIHL	44	3.90%	34	10	7.75%	77.27%
Total	248	21.97%	216	32	24.81%	87.10%

Gateway Courses that are High DFW¹

Course	General Education	Major Requirement	At-Risk Major	# Times on 6-Semester List	DFW % Range
CAH					
ART 2250	no	elective	no	4	32-47%
CMN 2010	no	yes	yes	3	30-38%
ENG 2901	no	yes	no	3	30-40%
FLS 2201G	yes	yes	no	5	30-66%
HIS 1500G	yes	yes	no	4	30-34%
HIS 2560	no	yes	no	4	30-38%
PHI 1000G	yes	elective	no	5	33-39%
RLS 1200G	yes	elective	no	6	32-41%
COS					
BIO 1100	no	yes	yes	6	30-46%
BIO 2002G	yes	no	yes	3	36-43%
CHM 1310G	yes	yes	no	5	30-35%
CHM 2440	no	yes	no	5	30-51%
CHM 2840	no	yes	no	4	37-48%
ESC 1300G	yes	yes	no	3	34-41%
MAT 1070	no	no	remedial	4	36-46%
MAT 1160G	yes	no	no	6	34-43%
MAT 1270	no	Pre-req	remedial	6	53-65%
MAT 1271	no	Pre-req	no	5	32-40%
MAT 1330	no	Pre-req	yes	6	30-80%
MAT 1400	no	Pre-req	yes	5	30-50%
MAT 1441G	yes	yes	yes	5	39-47%
MAT 2110G	yes	yes	no	6	32-67%
MAT 2120G	yes	yes	no	6	33-54%
MAT 2250G	yes	yes	no	4	33-39%
PLS 1003	no	yes	no	6	38-65%
PLS 2253G	yes	yes	no	4	33-46%
SOC 2780	no	no	yes	6	31-45%

¹ High DFW courses are those that are 30% or more DFW. Courses are considered at-risk if they appeared on this list 3 or more times over the past 6 semesters: SP14, FA13, SP13, FA12, SP12, and FA11. A gateway course is a course that a student may take early in her career for general education or the major curriculum.

Undergraduate Assessment Report AY14¹

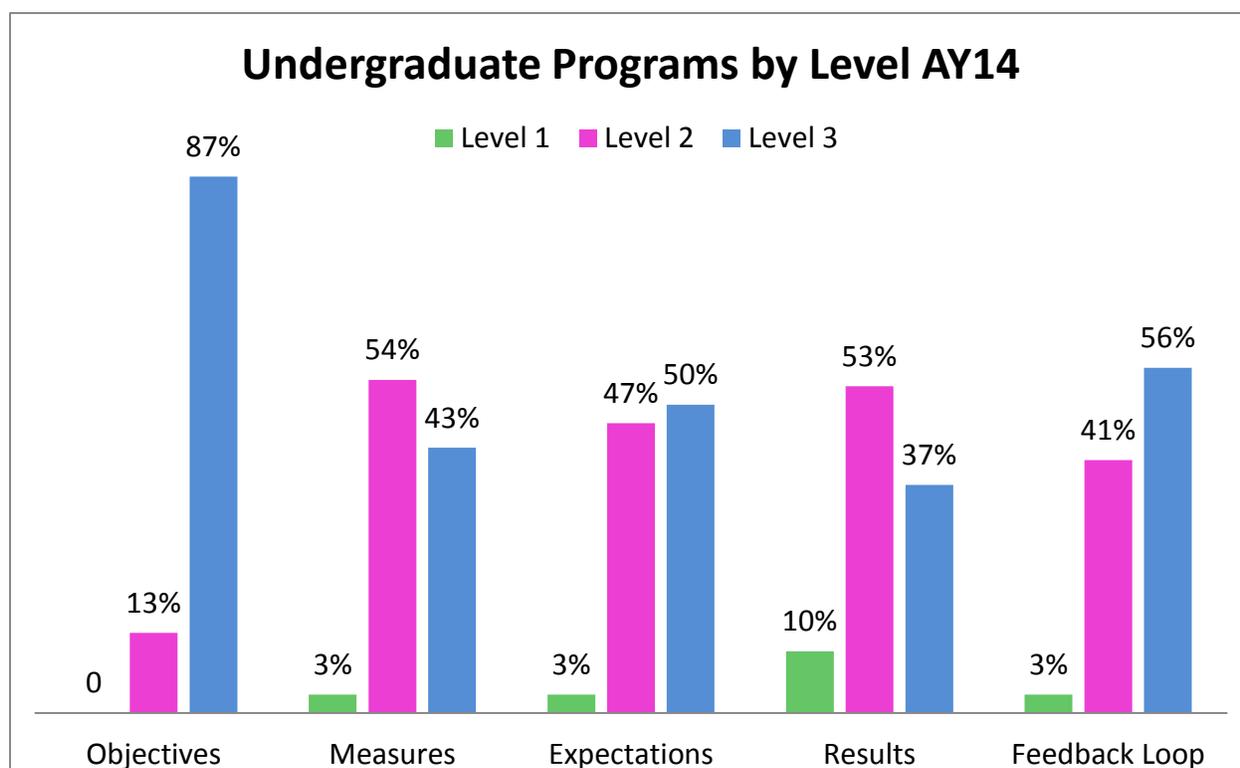
This report offers information concerning undergraduate program assessment at Eastern Illinois University for 2013-2014. In AY14, 56 undergraduate programs submitted annual assessment plans to the Executive Director of the Center for Academic Support and Assessment, and an additional nine plans are on the two-year reporting cycle and were not required to submit. Four programs did not submit plans.

The two-year cycle reports that last submitted in 2013 have data from that report incorporated here: B.A. Art major and minor; B.S., Communication Disorders and Sciences, B.A. Economics, B.A., English; B.A., English with teaching licensure; B.S. Family and Consumer Sciences—Hospitality Management; B.A., Journalism major and minor; and ROTC minor. Moving to a two-year cycle indicates maturity in the plan and that assessment appears to be part of the routine work of faculty in the department. The following 19 undergraduate programs are on two-year reporting cycles:

- B.A., English
- B.A., English, TC
- B.A., Art
- B.F.A., Art
- B.A., Economics
- B.S.Ed., EC/ELE/MLE
- B.S., Early Childhood
- B.S., Family & Consumer Sciences—Hospitality Management
- Military Science minor
- B.S., Communication Disorders & Sciences
- B.A., Journalism
- Journalism minor
- B.S., Technology—Organizational and Professional Development
- B.S., Special Education
- B.S., Geography
- B.S., KSS—Physical Education
- B.S., Chemistry
- B.A., Psychology
- Business Core

The following chart indicates the level of progress for the undergraduate programs by the five criteria on the primary trait analysis. These levels have been given to department chairs and coordinators on their 2014 Response to Summary Reports, which are also available on the assessment web site. Level three is the most mature while level one represents beginning stages of assessment.

¹ All information provided in this report was taken from the annual assessment summaries submitted to the Director of CASA in Summer 2014 by July 9, 2014. Programs that have submitted plans in the past but did not submit this year were not included in 2014 data unless they were programs on the two-year reporting cycle. Data for programs on the two-year report cycle are included here.

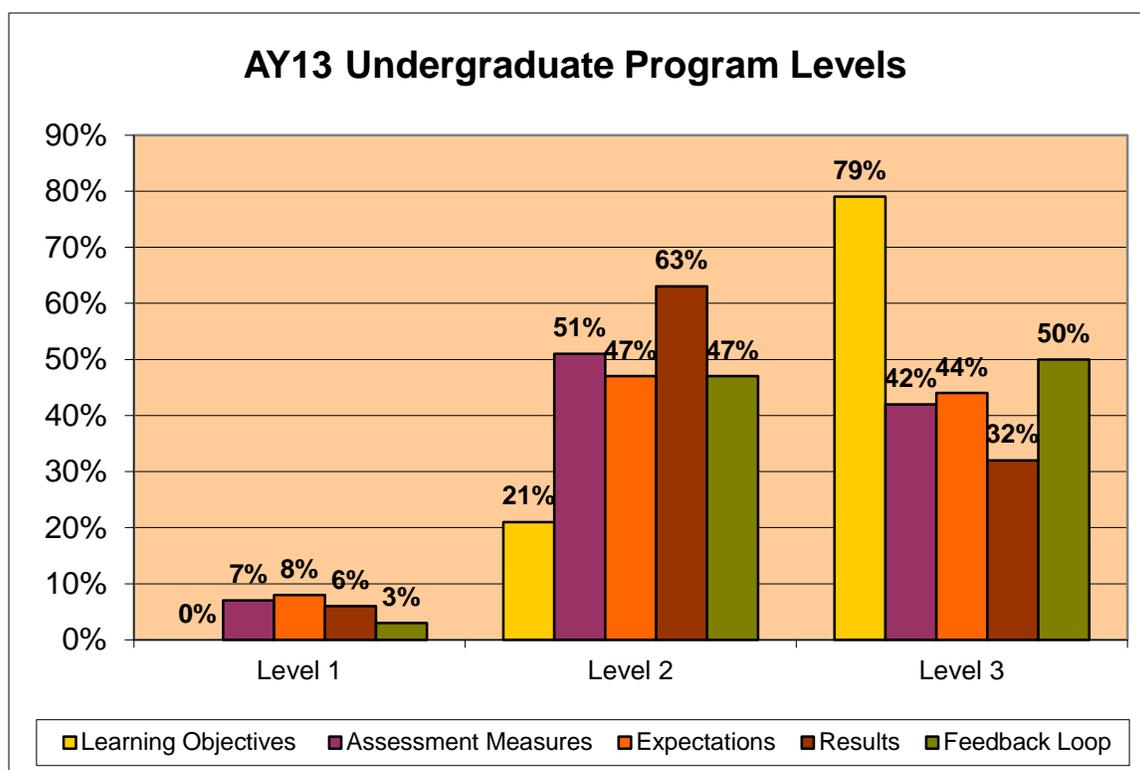


While our goal is to move more programs into level three in all categories, each year there are fewer and fewer programs still at level one, which does show progress. Reaching level three requires programs to display a record of gathering, analyzing, and using assessment data to make changes/improvements to the curriculum as well as sharing results with the various stakeholders in the program. Programs that completely revise their curriculum or that are new may start at level one in all categories; this is to be expected.

For the fourth year in a row, no programs were at level one for learning objectives. All programs being at level two or three for learning objectives indicates that all programs submitting plans have identified objectives that describe student behaviors; they are program objectives and are clear. Eighty-seven percent of programs are at level three for objectives, which is an 8% increase from the previous year; these objectives are also measurable, span multiple learning domains, support Eastern's educational goals, and correlate with program goals. Programs at level three for objectives have adopted at least three of the five undergraduate learning goals. CAA/CASL has set the new goal of all five of the undergraduate learning goals being adopted by 2016.

Little movement occurred since last year on the measures; the percentage of programs at Level 2 rose from 51% to 54% and the percentage at level 3 went from 42% to 43%. Level two plans have identified direct, multiple measures for each objective; level three plans include direct and indirect measures that focus on real-world tasks, stress higher order learning, are integrated in the curriculum, and allow performance to be gauged over time. Plans with only one measure for each objective or with no indirect measures will be at level 2.

The percentages at each level for each trait in AY13 are given in the chart below for the sake of comparison.



Ninety-seven percent of programs are at level 2 or 3 for expectations. Level one expectations are plans that have gaps in measures or have broad expectations. Level two plans have established expectations that are specific and describe outcomes for all measures. Level three plans (50%) can be tracked over time and are re-evaluated periodically.

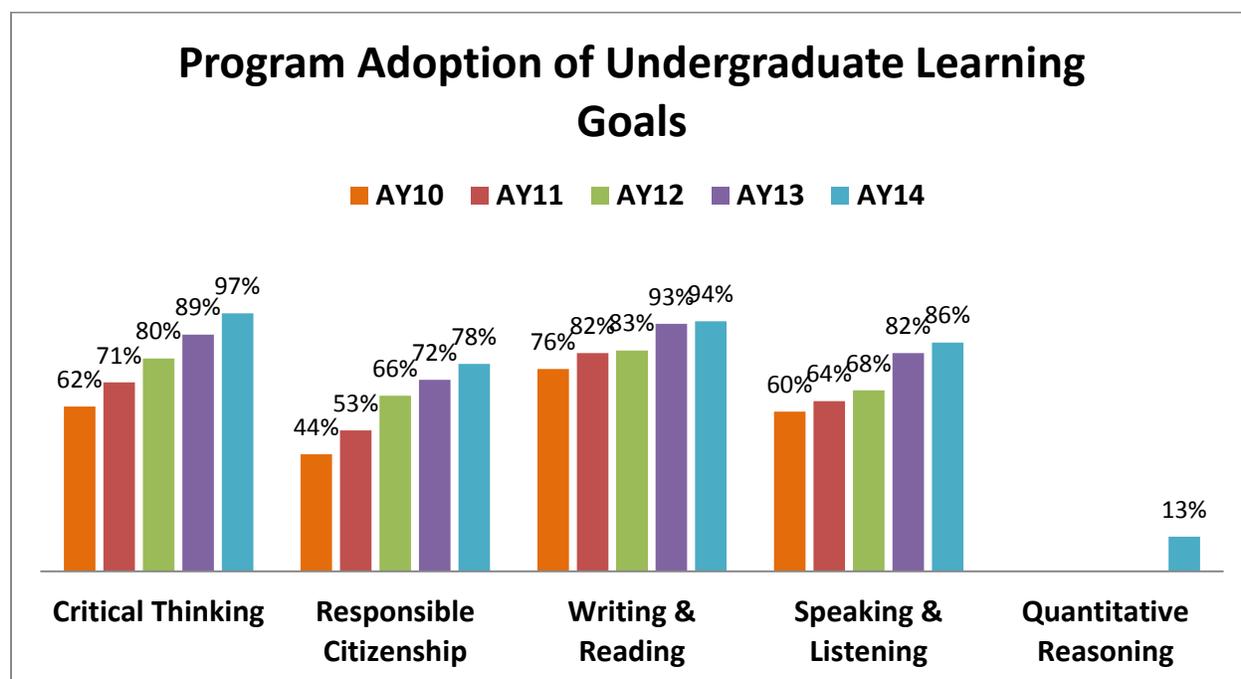
More and more programs are collecting and reporting results with only 10% of programs at level one; this is an increase of 4% from the previous year. Fifty-three percent of programs are at level 2 which indicates that data are collected for all objectives; they are analyzed in a systematic manner and compared over time, and implications for programming and curricular changes are discussed within the department. Thirty-seven percent of programs are at level 3, which is a 5% increase from AY13; these plans meet the level two criteria as well as have enacted changes/improvements based on assessment results, have incorporated assessment results into self-studies and program reviews, and are assessing the changes made. Two programs that were on 2-year cycles did not report data for the past two years, which resulted in the change in results reporting at level one. These programs have gone back to an annual reporting cycle to encourage on-going assessment.

The final section of the plan asks departments to describe the feedback loop for sharing and acting upon the data. Programs at level 1 either do not have a plan for sharing and discussing assessment data with faculty or are still developing their plans; this encompasses only 3% of the programs. Programs at level two for feedback loop collect, analyze, and use data. Assessment data are considered in departmental planning and budgeting. Level three requires that assessment and improvement of student learning is central to the culture of the department; this component usually requires several years of data collection and use as well as the majority of faculty to be involved in the process. Forty-one percent of the undergraduate programs are at level 2 and 56% are at level 3, which shows a 5% increase.

The best gauge of each program's progress as well as issues they are encountering is the analysis provided on the summary reports in Parts Two and Three. Several programs are making great progress at the undergraduate level, but others are lagging behind where they should be after several years of assessment work. Some minor programs express difficulty identifying students who are pursuing these programs. Several programs with majors that also offer minors are folding these programs together and gathering data from courses required for both the major and minor programs. As an institution, we need to encourage minor programs to develop an assessment plan—especially for minors for which there are no majors. Many minors are doing very well—military science, women's studies, safety and driver's education, pre-law—all have a solid history of assessing student learning and using their data, but some programs have never submitted a plan.

Programs using standardized tests that are not required or a part of a particular course report concerns about student motivation and the validity of the data; others are concerned about the rising cost of standardized tests. More and more programs are looking for ways to collect data through on-line sources or databases to make collection and analysis as painless as possible. Several departments have worked with CATS to create on-line storage or assessment instruments.

In addition to progress levels, the number of programs that have adopted the undergraduate learning goals in their major or minor program has also been tracked. Five years ago, CASL set the goal of having all programs adopt three of the four undergraduate learning goals; this target was discussed with faculty and chairs at administrative councils and college curriculum meetings. In January 2014, CAA passed the revision to the undergraduate learning goals, which increased the number of goals from four to five and revised the existing goals and subgoals. The percentage of programs that has adopted these goals over the last several years are given in the chart below:²



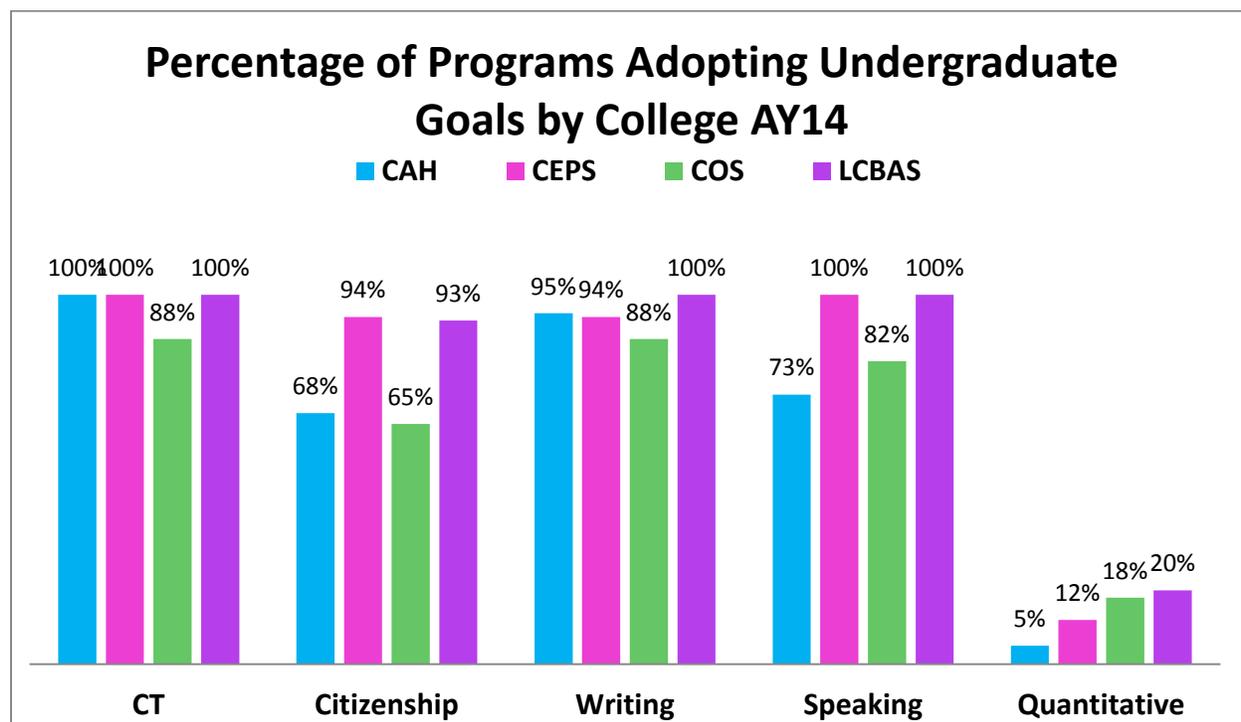
² These data are based on the assessment summaries, the Executive Director's understanding of those summaries, and CASL's definition of those goals.

This is the first year that quantitative reasoning was an undergraduate goal, and 13% of the total undergraduate programs submitted plans that encompass assessing this goal.

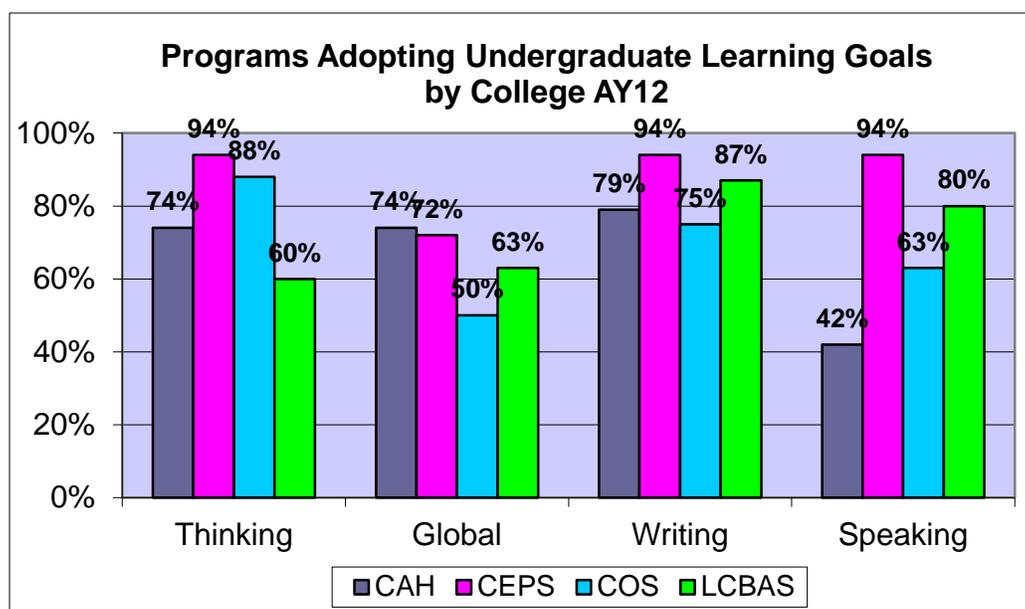
Of the 72 programs that submitted reports, 8 programs (11%) have adopted all five goals. An additional 39 programs (54%) have adopted four of the undergraduate goals, and 20 (28%) have adopted three of the undergraduate learning goals. Only one program has adopted only one of the goals. Five programs (7%) have adopted two of the undergraduate goals.

The adoption of critical thinking rose again this year to 97% from 89% last year and 80% in AY12; it has surpassed writing as the most adopted goal. Only two undergraduate programs have not adopted critical thinking as a goal to be assessed in their major. Responsible citizenship reached its highest adoption percentage at 78% this year with more programs in CEPS and LCBAS adopting this goal than CAH and COS. Programs assessing writing as part of their major/minor increased to 94%. Speaking as a program goal increased to 86% this year, which shows a 4% increase.

The following chart shows adoption of undergraduate learning goals by college. A list of each college and its programs' adoption of the undergraduate learning goals is available in the appendix.



Critical thinking objectives have been adopted in the 88nd percentile or higher by all colleges and three colleges have 100% adoption. Writing has 88-100% of programs adopting this goal. Speaking has 100% adoption in CEPS and LCBAS but only 73% in CAH. Because it is only a few months old, quantitative reasoning is the least adopted with 20% of LCBAS and 5% in CAH. LCBAS has 100% adoption of critical thinking, writing, and speaking. The revision to the subgoals of responsible citizenship has helped define this goal for several programs; more programs are writing major goals related to ethical behaviors and research than civics or diversity.



Programs have made great strides this year in embracing these goals and adding them to their plans, but assessment of all these goals is not yet in place.

Appendix

Program	CT	Citizenship	Writing	Speaking	Quantitative
College of Arts & Humanities					
Africana Studies	X	X	X	X	
Africana minor	X	X	X	X	
Art minor	X		X	X	
Art, B.F.A.	X		X	X	
Art, B.A.	X		X	X	
Communication Studies, B.A.	X	X	X	X	
English, B.A.	X	X	X		
English, TC, B.A.	X	X	X	X	
Foreign Languages, B.A.	X	X	X	X	
Foreign Languages, B.A., TC	X	X	X	X	
History, B.A.	X	X	X		
History, TC, B.A.	X	X	X	X	X
Film Studies	X		X	X	
Journalism minor	X	X	X		
Journalism, B.A.	X	X	X		
Music, B.A.TC	X	X	X	X	
Music, B.A., performance	X	X			
Philosophy, B.A.	X		X		
Social Science teaching, B.A.	X	X	X	X	
Theatre Arts, minor	X		X	X	
Theatre Arts, B.A.	X		X	X	
Women's Studies	X	X	X	X	

College of Education and Professional Studies					
Early Childhood, B.S.Ed.	X	X	X	X	
Elementary Education, B.S.Ed.	X	X	X	X	
Health Studies, B.S.	X	X	X	X	
HST, Community Health	X	X	X	X	
HST Community Health minor	X	X	X	X	
HST , TC minor	X	X	X	X	
HST, TC option	X	X	X	X	
HST, Dr Ed minor	X	X	X	X	
HSt, Heath Admin option	X	X	X	X	
HST, First Responder	X	X	X	X	
KSS, Athletic Training, B.S.	X	X	X	X	
KSS, Exercise Science, B.S.	X	X	X	X	
KSS, Sport Management, B.S.	X	X	X	X	
KSS, Physical Education, TC, B.S.	X	X	X	X	
Recreation Administration, B.S.	X	X	X	X	X
Rec Admin Therapeutic	X			X	
Special Education, B.S.	X	X	X	X	X
College of Sciences					
Biological Sciences, B.S.	X	X	X	X	X
Science, TC, B.S.	X		X	X	
Clinical Lab Science, B.S.	X	X	X		X
Chemistry, B.S.	X		X	X	
Communication Disorders & Sciences, B.S.	X	X	X	X	
Economics, B.A.		X	X	X	
Geography, B.S.	X	X		X	
Geology, B.S.	X	X	X	X	X
Mathematics, BA			X	X	
Math & Computer Science, B.S.	X				
Nursing	X	X	X	X	
Physics, B.S.	X		X	X	
Political Science, B.A.	X	X	X	X	
Political Science, minor	X	X	X	X	
Pre-Law, minor	X		X	X	
Psychology, B.A.	X	X	X	X	
Sociology, B.A.	X	X	X		
School of Continuing Education					
General Studies	X		X		
Lumpkin College of Business and Applied Sciences					
Business Core	X	X	X	X	
Business, Accounting	X	X	X	X	X
Business, MIS	X		X	X	
Business, Management	X	X	X	X	
Business, Finance, B.S.B.	X	X	X	X	
Business, Marketing, B.S.B.	X	X	X	X	X

Organizational & Professional Development	X	X	X	X	
Career & Technical Education, B.S.	X	X	X	X	
Family & Consumer Sciences, B.S., Merchandising, Apparel and Textile Design	X	X	X	X	
Family & Consumer Sciences, B.S., Consumer Studies	X	X	X	X	X
Family & Consumer Sciences, B.S., Dietetics	X	X	X	X	
Family & Consumer Sciences, B.S., Family Services	X	X	X	X	
Family & Consumer Sciences, B.S., Hospitality Management	X	X	X	X	
Military Science	X	X	X	X	
AET, B.S.	X	X	X	X	

Graduate Assessment Report AY14¹

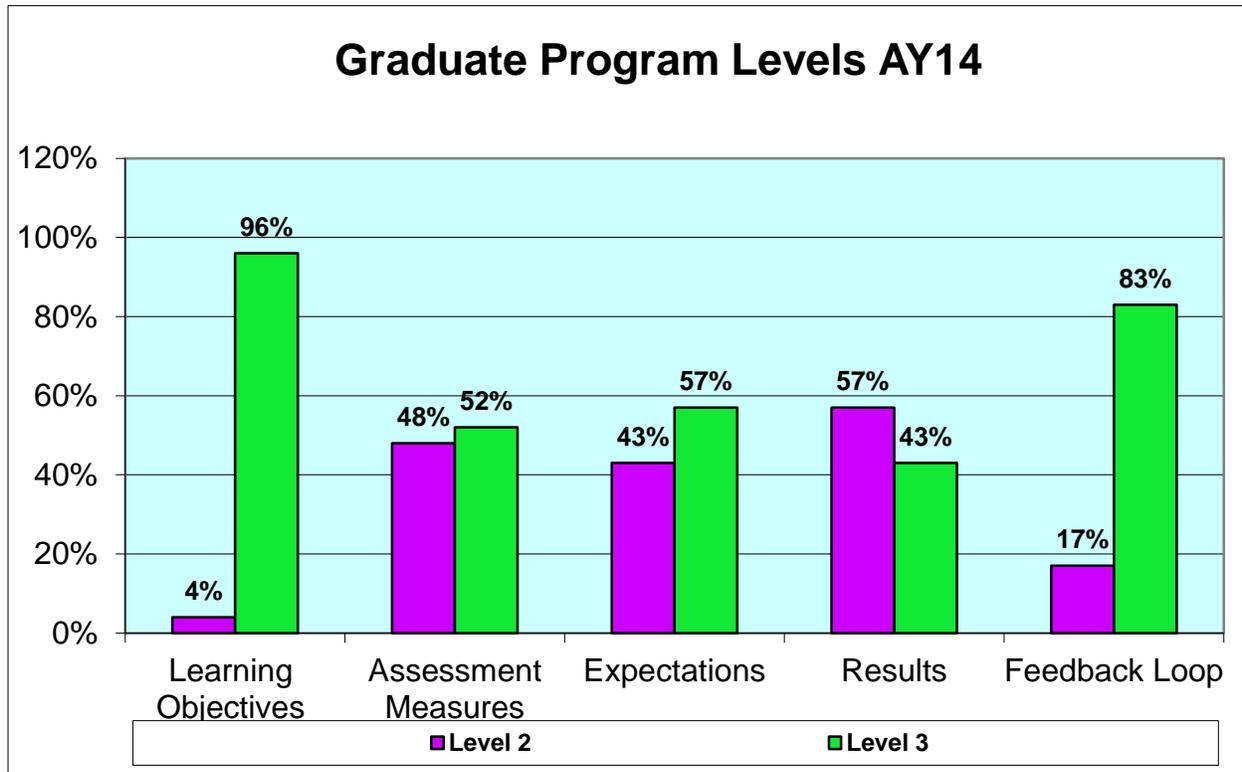
This report offers information concerning graduate program assessment at Eastern Illinois University. In AY14, sixteen graduate programs submitted annual assessment plans to the Executive Director of the Center for Academic Support and Assessment (CASA), and one program submitted a memo (as directed by the Executive Director of CASA) that no cohort was currently enrolled, so no data had been collected (Secondary Education and Foundations, Master Teacher). An additional six programs are on two-year reporting cycles; their 2013 report information is included here. Five graduate programs did not submit reports.

The following graduate programs are on two-year reporting cycles:

- M.S., Communication Disorders & Sciences
- M.S., Technology
- M.S.Ed., Special Education
- Ed.S., Educational Administration
- M.S., Educational Administration
- M.A., English
- M.S., Counseling
- M.S., College Student Affairs
- M.A., Clinical Psychology
- Specialist, School Psychology
- M.A., Historical Administration

Graduate programs not listed above should report annually. The following chart indicates the level of progress for the graduate programs by the five criteria on the primary trait analysis. These levels have been given to department chairs and coordinators on their 2014 Response to Summary Report. These responses are also on the assessment web site. For the first time, no programs are at level one, so only levels two and three have been given.

¹ All information provided in this chart was taken from the annual assessment summaries submitted to the Director of CASA by July 9, 2013. Plans were due June 15, 2013.

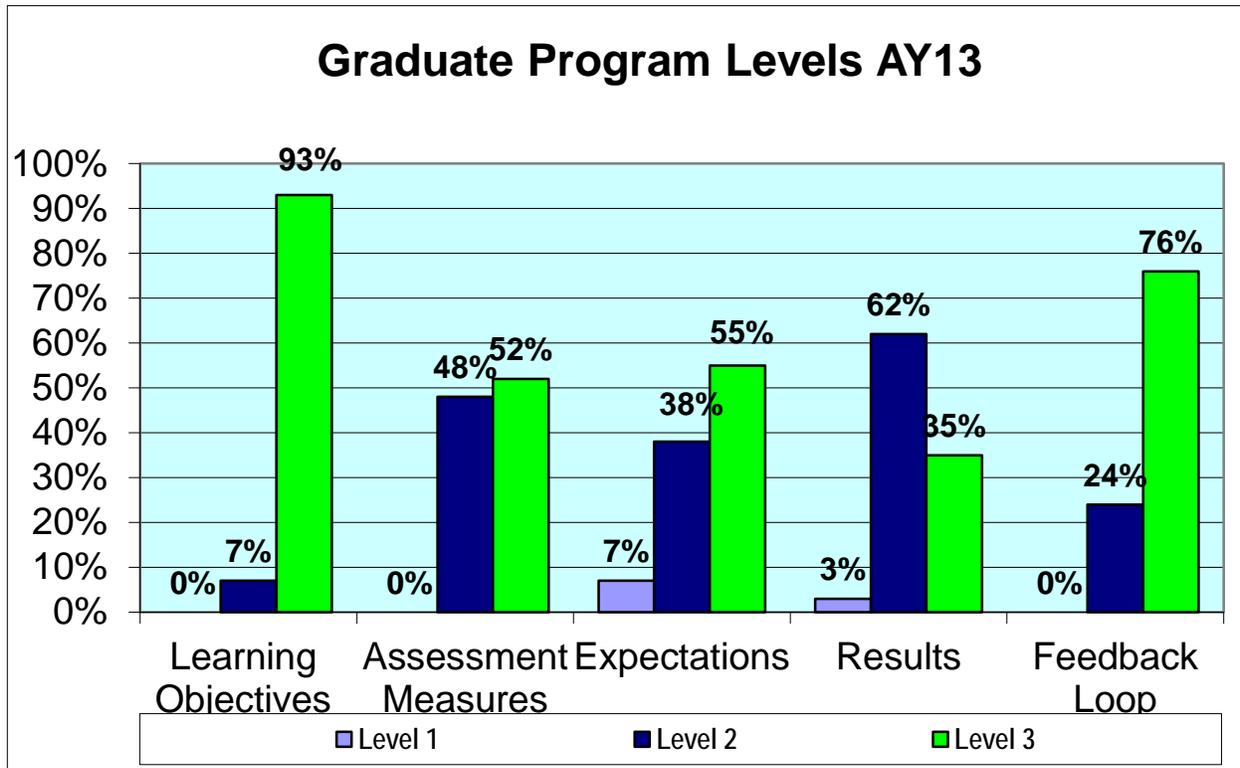


A chart listing progress by college is included as Appendix A. The best gauge of each program's progress is the analysis provided on the summary reports in Parts Two and Three. Because five programs did not report, the above data may be slightly skewed with 17% of graduate programs not included.

Several programs are making great progress at the graduate level. The percentage of programs at level three for all categories has grown steadily as well with 96% of graduate programs at that level for learning objectives and 83% at level three for the feedback loop. These categories tend to be the most stable and only change with vast changes in the curriculum or departmental leadership. Sustaining level three for assessment measures, expectations, and results can take several years while data are gathered, analyzed, changes made, etc. However, 52% of all graduate programs are at level 3 for measures, 57% for expectations, and 43% for results, which is an 8% increase.

Plans cannot reach a level three designation in measures until they use both direct and indirect measures and employ multiple measures of assessment, so nearly half of plans are at level 2 with 48%. Reaching level three for results takes time; programs must display several years of collection and analysis of data and use data for program improvement in order to reach level 3 for the results section of the plan. It is not uncommon for programs to take several years to collect a cycle of data for a given program—especially for programs that involve alumni surveys. Currently, 43% of plans are at this mature level of gathering and using results and 57% are at level two.

The following chart shows the program levels in AY13 for the sake of comparison.



In addition to progress levels, the number of programs that incorporated the graduate learning goals was also tracked. These goals are:

- A depth of content knowledge (including technology skills and ethical behaviors)
- Critical thinking and problem-solving skills
- Effective oral and written communication skills
- Evidence of advanced scholarship through research and/or creative activity

This year, 100% of programs have adopted all four goals.

Appendix A: Adoption of Graduate Learning Goals

College of Arts & Humanities					
Department	Program	Content Knowledge	Critical Thinking	Communication Skills	Research or Creative Activity
Art	M.A., Art	X	X	X	X
Communication Studies	M.A., Communication Studies	X	X	X	X
English	M.A., English	X	X	X	X
History	M.A., Historical Administration	X	X	X	X
History	M.A., History	X	X	X	X
Music	M.A., Music	X	X	X	X
College of Education and Professional Studies					
Counseling and Student Development	M.S., Counseling	X	X	X	X
Counseling and Student Development	M.S., College Student Affairs	X	X	X	X
Early Childhood, Elementary, & Middle Level Education	M.S., Education	X	X	X	X
Educational Administration	Ed.S., Educational Administration	X	X	X	X
Educational Administration	M.S., Educational Administration	X	X	X	X
Kinesiology & Sports Studies	M.S., Kinesiology & Sports Studies	X	X	X	X
Special Education	M.S., Special Education	X	X	X	X
College of Sciences					
Biological Sciences	M.S., Biological Sciences	X	X	X	X
Chemistry	M.S., Chemistry	X	X	X	X
Communication Disorders & Sciences	M.S., Communication Disorders & Sciences	X	X	X	X
Economics	M.A., Economics	no report			
Mathematics & Computer Sciences	M.A., Mathematics	no report			
Mathematics & Computer Sciences	M.A. Mathematics, TC option	no report			
Interdisciplinary	M.S., Natural Sciences	no report			
Political Science	M.A., Political Science	X	X	X	X
Psychology	Specialist, School Psychology	X	X	X	X
Psychology	M.A., Clinical Psychology	X	X	X	X

Lumpkin College of Business and Applied Sciences					
Business	M.B.A.	no report			
Family & Consumer Sciences	M.S., Family & Consumer Sciences, Dietetics	X	X	X	X
Family & Consumer Sciences	M.A., Gerontology	X	X	X	X
Family & Consumer Sciences	M.S., Family & Consumer Sciences	X	X	X	X
Technology	M.S., Technology	X	X	X	X

Summer 2014 EWP Submission Report

Total Submissions SU14: 286

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	1 (<1%)
1.5	0 (<1%)
2	5 (1%)
2.5	14 (5%)
3	77 (27%)
3.5	119 (41%)
4	70 (25%)

The following table provides a breakdown of submissions by rating and student characteristics. Percentages are taken from the total number of submissions, which is 286.

Student Characteristic	1	1.5	2	2.5	3	3.5	4
Female			1 (<1%)	8 (2%)	39 (14%)	54 (19%)	38 (13%)
Male	1 (<1%)		4 (1%)	6 (2%)	38 (13%)	65 (23%)	32 (11%)
Native	1 (<1%)		3 (1%)	5 (2%)	33 (12%)	41 (14%)	20 (7%)
Transfer			2 (<1%)	9 (3%)	44 (15%)	77 (27%)	50 (18%)
Unknown						1 (<1%)	
American Indian/Alaskan Native							
Asian/Pacific Islander					2 (<1%)	3 (1%)	2 (<1%)
Black Non-Hispanic	1 (<1%)		1 (<1%)		17 (6%)	17 (6%)	12 (4%)
Hispanic				1 (<1%)	6 (2%)	2 (<1%)	2 (<1%)
White Non-Hispanic			4 (1%)	9 (3%)	46 (16%)	89 (31%)	48 (18%)
Not Reported				4 (1%)	6 (2%)	8 (2%)	6 (2%)
Freshman					3 (1%)	7 (3%)	1 (<1%)
Sophomore					4 (1%)	6 (2%)	3 (1%)
Junior					11 (4%)	15 (5%)	11 (4%)
Senior	1 (<1%)		5 (2%)		59 (21%)	91 (32%)	55 (19%)

TOTAL	1	0	5	14	77	119	70

Total Number of Students: 255 (227 students, 89%, submitted one document; 25 students, 10%, submitted two documents; 3 students, 1%, submitted 3 documents)

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

Student Type

Native:	95 (37%)
Transfer:	159 (62%)
Unknown:	1 (<1%)

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

Student Type	3 Submissions	2 Submissions	1 Submission	Total
Native	1 (<1%)	6 (2%)	88 (34%)	95 (37%)
Transfer	2 (<1%)	19 (7%)	138 (54%)	159 (62%)
Unknown			1 (<1%)	1 (<1%)
Totals	3 (1%)	25 (10%)	227 (89%)	255

Gender

Females:	127 (50%)
Males:	128 (50%)

The following table indicates the number of submissions by gender

Gender	3 Submissions	2 Submissions	1 Submission	Total
Male	2 (<1%)	14 (6%)	112 (44%)	128 (50%)
Female	1 (<1%)	11 (4%)	115 (45%)	127 (50%)
Totals	3 (1%)	25 (10%)	227 (89%)	255

Ethnicity

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	5 (2%)
Black Non-Hispanic:	40 (16%)
Hispanic:	8 (3%)
White Non-Hispanic:	179 (70%)
Not reported:	23 (9%)

The following table indicates the number of submissions by ethnicity.

Ethnicity	3 Submissions	2 Submissions	1 Submission	Total
American Indian/Alaskan Native				
Asian/Pacific Islander		2 (<1%)	3 (1%)	5 (2%)
Black Non-Hispanic		8 (3%)	32 (12%)	40 (16%)
Hispanic		3 (1%)	5 (2%)	8 (3%)
White Non-Hispanic	3 (1%)	11 (4%)	165 (65%)	179 (70%)
Not Reported		1 (<1%)	22 (9%)	23 (9%)
Totals	3 (1%)	25 (10%)	227 (89%)	255

Hours Completed

0-29:	9 (3%)
30-59:	15 (6%)
60-89:	40 (16%)
90+:	191 (75%)

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		1 (<1%)	8 (3%)	9 (3%)
30-59 hours			15 (6%)	15 (6%)
60-89 hours		4 (2%)	36 (14%)	40 (16%)
90+ hours	3 (1%)	20 (8%)	168 (66%)	191 (75%)
Totals	3 (1%)	25 (10%)	227 (89%)	255

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	7	19	4	14
1000 Level Major				
Total 1000 Level	7	19	4	14
2000 Level General Education	6	20	5	16
2000 Level Major	9	27	4	4
Total 2000 Level	15	47	9	20
3000 Level General Education	6	10	4	8
3000 Level Major	21	39	2	9
Total 3000 Level	27	49	6	17
4000 Level General Education	11	115	11	115
4000 Level Major	25	56	5	20
Total 4000 Level	36	171	16	135
TOTALS	85	286	35	186

Note: 40% (113) 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	3.40	286	-.03	3.37
College of Arts & Humanities	3.50	39	+.19	3.31
Art	4.00	2	+.67	3.33
Communication Studies	3.43	19	+.17	3.26
English	4.00	3	+.25	3.75
Foreign Languages	4.00	1	None	None
History	3.75	6	+.50	3.25
Journalism	3.37	4	-.09	3.28
Music	3.00	1	-.16	3.16
Theater Arts	3.33	3	-.42	3.75
College of Education & Professional Studies	3.39	63	-.03	3.42
Early Childhood/Elementary/Middle Level Education	3.40	15	-.07	3.47
Health Studies	3.33	3	0	3.33
Kinesiology & Sports Studies	3.39	36	+.02	3.37
Recreation Administration	3.50	2	+.10	3.60
Special Education	3.35	7	-.17	3.50
College of Sciences	3.29	43	-.05	3.34
Biological Sciences	3.43	8	-.07	3.50
Chemistry	4.00	1	+1.00	3.00
Communication Disorders & Sciences	3.50	1	-.50	4.00
Economics	3.25	2	None	None
Geology/Geography	4.00	1	-.25	3.75
Mathematics & Computer Sciences	3.00	2	-.25	3.25
Political Science	3.21	7	-.54	3.75
Psychology	3.10	15	-.05	3.15
Sociology	3.50	6	+.17	3.33
College of Continuing Education— Bachelor of General Studies	3.48	65	+.07	3.41
Lumpkin College of Business & Applied Sciences	3.35	72	+.05	3.30
School of Business	3.35	37	+.08	3.27
School of Family & Consumer Sciences	3.55	10	+.37	3.18
School of Technology	3.28	25	-.22	3.50
Center for Academic Support & Assessment—Undeclared	3.48	65	+.23	3.25

Fall 2014 EWP Submission Report
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Total Submissions 2,876 (+297 increase from FA13)

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	same
1.5	7	-5
2	82	+25
2.5	149	+15
3	922	+216
3.5	1047	+112
4	660	-66

The following table provides a breakdown of submissions by rating and student characteristics. Percentages are taken from the total number of submissions, which is **2,876**.

Student Characteristic	1	1.5	2	2.5	3	3.5	4
Female	4 (<1%)	4 (<1%)	38 (1%)	83 (3%)	525 (18%)	638 (22%)	416 (14%)
Male	5 (<1%)	3 (<1%)	44 (1%)	66 (2%)	397 (14%)	409 (14%)	244 (8%)
Native	4 (<1%)	3 (<1%)	41 (1%)	77 (3%)	487 (17%)	512 (18%)	319 (11%)
Transfer	5 (<1%)	4 (<1%)	41 (1%)	71 (2%)	435 (15%)	533 (19%)	337 (11%)
Unknown	-	-	-	1 (<1%)	-	2 (<1%)	4 (<1%)
American Indian/Alaskan Native	-	-	-	1 (<1%)	-	6 (<1%)	1 (<1%)
Asian/Pacific Islander	-	-	1 (<1%)	2 (<1%)	9 (<1%)	15 (<1%)	10 (<1%)
Black Non-Hispanic	4 (<1%)	3 (<1%)	21 (<1%)	37 (1%)	156 (5%)	143 (5%)	63 (2%)
Hispanic	-	1 (<1%)	6 (<1%)	12 (<1%)	51 (1%)	42 (1%)	30 (1%)
White Non-Hispanic	4 (<1%)	3 (<1%)	47 (1%)	92 (3%)	648 (23%)	771 (27%)	528 (18%)
Not Reported	1 (<1%)	-	7 (<1%)	5 (<1%)	58 (2%)	70 (2%)	28 (1%)
Freshman	1 (<1%)	1 (<1%)	19 (<1%)	32 (1%)	147 (5%)	135 (5%)	106 (4%)
Sophomore	1 (<1%)	2 (<1%)	14 (<1%)	28 (2%)	160 (5%)	198 (7%)	105 (4%)
Junior	4 (<1%)	2 (<1%)	17 (<1%)	38 (1%)	284 (10%)	301 (10%)	211 (7%)
Senior	3 (<1%)	2 (<1%)	32 (1%)	51 (1%)	331 (12%)	413 (14%)	238 (8%)
TOTAL	9 (<1%)	7 (<1%)	82 (3%)	149 (5%)	922 (32%)	1047 (36%)	660 (23%)

Total Number of Students: 2,333 (1,848 students (79%), submitted one document; 427 students, (18%) submitted two documents; 58 students (2%), submitted 3 documents.) FA14 saw 237 more students submitting than FA13.

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

Student Type

Native: 1,249 (54%)
 Transfer: 1,079 (46%)
 Unknown: 5 (<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	8 (<1%)	178 (8%)	1063 (45%)	1249 (54%)	+139
Transfer	50 (2%)	247 (10%)	782 (34%)	1079 (46%)	+99
Unknown	-	2 (<1%)	3 (<1%)	5 (<1%)	-1
Totals	58 (2%)	427 (18%)	1848 (79%)	2333	+237

Gender

Females: 1,413 (61%)
 Males: 920 (39%)

The following table indicates the number of submissions by gender.

Gender	3 Submissions	2 Submissions	1 Submission	Total	Increase/Decrease Previous Fall
Female	25 (1%)	245 (10%)	1143 (49%)	1413 (61%)	+109
Male	33 (2%)	182 (8%)	705 (30%)	920 (39%)	+128
Unknown	-	-	-	-	-
Totals	58 (3%)	427 (18%)	1848 (79%)	2333	+237

Ethnicity

American Indian/Alaskan Native: 9 (<1%)
 Asian/Pacific Islander: 31 (1%)
 Black Non-Hispanic: 353 (15%)
 Hispanic: 113 (5%)
 White Non-Hispanic: 1,692 (73%)
 Not reported: 135 (6%)

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	1 (<1%)	-	8 (<1%)	9 (<1%)	Same
Asian/Pacific Islander	1 (<1%)	1 (<1%)	29 (1%)	31 (1%)	+6
Black Non-Hispanic	10 (<1%)	54 (2%)	289 (12%)	353 (15%)	+39
Hispanic	5 (<1%)	19 (<1%)	89 (4%)	113 (5%)	+21
White Non-Hispanic	40 (2%)	321 (14%)	1331 (57%)	1692 (73%)	+153
Not Reported	1 (<1%)	32 (1%)	102 (4%)	135 (6%)	+18
Totals	58 (2%)	427 (18%)	1848 (79%)	2333	+237

Hours Completed¹

Zero: 178 (8%)
 1-29: 210 (9%)
 30-59: 432.5 (19%)
 60-89: 686 (29%)
 90+: 826.5 (35%)

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	1 (<1%)	18 (<1%)	159 (7%)	178 (8%)	-27
1-29 hours	2 (<1%)	29 (1%)	179 (8%)	210 (9%)	+22
30-59 hours	5 (<1%)	65.5 (3%)	362 (16%)	432.5 (19%)	+79.5
60-89 hours	20 (<1%)	131 (6%)	535 (23%)	686 (29%)	+103
90+ hours	30 (1%)	183.5 (8%)	613 (26%)	826.5 (35%)	+59.5
Totals	58 (2%)	427 (18%)	1848 (79%)	2333	+237

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 he had 52 hours, and one when he had 65 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	27	400	9	302
1000 Level Major	13	66	2	9
Total 1000 Level	40	466	11	311
2000 Level General Education	32	354	18	236
2000 Level Major	52	453	17	209
Total 2000 Level				
	84	807	35	445
3000 Level General Education	12	86	9	74
3000 Level Major	158	839	54	254
Total 3000 Level	170	925	63	328
4000 Level General Education	17	248	17	248
4000 Level Major	114	430	30	165
Total 4000 Level	131	678	47	413
5000 Level Major	-	-	-	-
TOTALS	425	2876	156 (37% of total courses used for submission)	1497 (52% of total submissions)

- In FA13, a total of 430 courses were represented in the EWP submissions; FA14 shows a decrease of 5 courses from which students chose to submit.
- In FA13, 1,133, of the 2,577 submissions were from WI/WC courses, or 44% of the total submissions. In FA14, 1,497 of the 2,876 total submissions came from WI/WC courses, which is 52% of the submissions for the semester.
- Only one submission was received from 117 courses. The most submissions came from ENG 1001G with 186 followed by EDF 2556G with 96 and BUS 3500 with 84 submissions. A total of 247 submissions were received from the senior seminar 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	4 (<1%)	5 (<1%)
1.5	3 (<1%)	4 (<1%)
2	51 (2%)	31 (1%)
2.5	81 (3%)	68 (2%)
3	412 (14%)	510 (18%)
3.5	562 (20%)	485 (17%)
4	382 (13%)	278 (10%)
Average Score	3.37	3.32
Total Submissions	1495 (52%)	1381 (48%)

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	4 (<1%)	5 (<1%)
1.5	3 (<1%)	4 (<1%)
2	51 (3%)	31 (2%)
2.5	81 (5%)	68 (5%)
3	412 (28%)	510 (37%)
3.5	562 (38%)	485 (35%)
4	382 (26%)	278 (10%)
Average Score	3.37	3.32
Total Submissions	1495 (100%)	1381 (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	3.31	2876	+297	3.40
College of Arts & Humanities	3.31	501	+72	3.35
African American Studies	2.62	4	+1	3.50
Art	3.30	56	+8	3.40
Communication Studies	3.32	243	+67	3.25
English	3.48	56	+6	3.51
Foreign Languages	3.50	18	+1	3.38
History	3.53	47	-6	3.49
Journalism	3.28	37	-	3.29
Music	3.46	34	+4	3.38
Philosophy	-	-	-3	3.66
Theater Arts	3.33	6	-6	3.50
College of Education & Professional Studies	3.39	676	+96	3.40
Early Childhood/Elementary/Middle Level Education	3.52	178	-10	3.43
Health Studies	3.42	83	+19	3.51
Kinesiology & Sports Studies	3.26	286	+76	3.32
Recreation Administration	3.30	34	+8	3.32
Secondary Education	3.50	2	+2	-
Special Education	3.39	93	+1	3.49
College of Sciences	3.32	742	+83	3.41
Biological Sciences	3.41	211	+20	3.41
Chemistry	3.37	20	+10	3.45
Communication Disorders & Sciences	3.33	65	+12	3.30
Economics	3.32	11	-3	3.21
Geology/Geography	3.16	43	+11	3.26
Mathematics & Computer Sciences	3.55	41	+5	3.48
Nursing	2.84	19	+15	3.12
Physics	3.37	23	+7	3.56
Political Science	3.58	18	-12	3.41
Psychology	3.30	181	+33	3.46
Sociology	3.30	110	-15	3.42
College of Continuing Education— Bachelor of General Studies	3.40	234	-1	3.45

Major	Average Rating	Number of Submissions	Increase/ Decrease Previous Fall	Previous Fall Average
Lumpkin College of Business & Applied Sciences	3.26	683	+59	3.39
School of Business	3.27	392	+49	3.16
Accounting	3.43	57	+9	3.56
Business Administration	3.38	17	+3	3.42
Finance	3.27	44	+16	3.39
Management	3.27	48	+5	3.10
Management Information Systems	3.17	18	-4	3.52
Marketing	3.12	47	+8	3.29
Pre-Business	3.27	161	+12	3.42
School of Family & Consumer Sciences	3.14	159	-1	3.31
Apparel/Consumer Affairs/Hospitality Management/Merchandising	3.26	52	+14	3.36
Dietetics	3.56	24	+3	3.45
FCS Option Unknown	2.50	1	-	3.50
Family Services	3.26	82	-18	3.27
School of Technology	3.39	132	+11	3.48
Organizational & Professional Development	3.46	72	+8	3.47
Career & Technical Education	3.33	3	-6	3.61
Applied Engineering Technology	3.38	57	+9	3.48
Center for Academic Support & Assessment—Undeclared	3.27	40	-12	3.38

Spring 2015 EWP Submission Report

Total Submissions 2,413

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	8	+5
1.5	9	+3
2	79	+4
2.5	121	+8
3	680	-40
3.5	936	-20
4	580	-144
Rating Avg. 3.36	2,413	-184

The following table provides a breakdown of submissions by rating and student characteristics. Percentages are taken from the total number of submissions, which is **2,876**.

Student Characteristic	1	1.5	2	2.5	3	3.5	4
Female	4 (<1%)	5 (<1%)	44 (2%)	72 (3%)	377 (16%)	572 (24%)	384 (16%)
Male	4 (<1%)	4 (<1%)	35 (1%)	49 (2%)	303 (13%)	364 (15%)	196 (8%)
Native	6 (<1%)	7 (<1%)	46 (2%)	72 (3%)	333 (14%)	443 (18%)	267 (11%)
Transfer	2 (<1%)	2 (<1%)	33 (1%)	49 (2%)	345 (14%)	493 (21%)	309 (13%)
Unknown					2 (<1%)		4 (<1%)
American Indian/Alaskan Native	(<1%)		1 (<1%)		2 (<1%)	4 (<1%)	6 (<1%)
Asian/Pacific Islander	(<1%)			1 (<1%)	12 (<1%)	12 (<1%)	7 (<1%)
Black Non-Hispanic	4 (<1%)	3 (<1%)	33 (1%)	44 (2%)	132 (5%)	148 (6%)	48 (2%)
Hispanic		1 (<1%)	3 (<1%)	4 (<1%)	34 (1%)	46 (2%)	27 (1%)
White Non-Hispanic	4 (<1%)	4 (<1%)	37 (2%)	69 (3%)	466 (19%)	682 (28%)	467 (19%)
Unknown/Not Reported		1 (<1%)	5 (<1%)	3 (<1%)	34 (1%)	44 (2%)	25 (1%)
Freshman	2 (<1%)	5 (<1%)	13 (<1%)	20 (<1%)	81 (3%)	104 (4%)	67 (3%)
Sophomore		3 (<1%)	12 (<1%)	20 (<1%)	112 (5%)	153 (7%)	98 (4%)
Junior	3 (<1%)	1 (<1%)	25 (1%)	26 (1%)	212 (9%)	270 (11%)	158 (7%)
Senior	3 (<1%)		29 (1%)	55 (2%)	275 (11%)	409 (17%)	257 (10%)

TOTAL	8 (<1%)	9 (<1%)	79 (3%)	121 (5%)	680 (28%)	936 (39%)	580 (24%)
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Total Number of Students: 1,963 (1,566, students (80%), submitted one document; 344 students, (17%) submitted two documents; 53 students (3%), submitted three documents.) SP15 had 116 fewer students submitting than SP14.

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

Student Type

Native: 994 (51%)

Transfer: 964 (49%)

Unknown: 5 (<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	15 (1%)	150 (7%)	829 (42%)	994 (51%)	-97
Transfer	38 (2%)	193 (10%)	733 (37%)	964 (49%)	-15
Unknown		1 (<1%)	4 (<1%)	5 (<1%)	-4
Totals	53 (3%)	344 (17%)	1,566 (80%)	1,963	-116

Gender

Females: 1,193 (61%)

Males: 770 (39%)

The following table indicates the number of submissions by gender.

Gender	3 Submissions	2 Submissions	1 Submission	Total	Increase/Decrease Previous Spring
Female	28 (2%)	209 (11%)	956 (49%)	1,193 (61%)	-52
Male	25 (1%)	135 (7%)	610 (31%)	770 (39%)	-64
Unknown					
Totals	53 (3%)	344 (17%)	1,566 (80%)	1,963	-116

Ethnicity

American Indian/Alaskan Native:	10 (<1%)
Asian/Pacific Islander:	27 (1%)
Black Non-Hispanic:	330 (17%)
Hispanic:	95 (5%)
White Non-Hispanic:	1,411 (72%)
Unknown/Not reported:	90 (5%)

Ethnicity	3 Submissions	2 Submissions	1 Submission	Total	Increase/Decrease Previous Spring
American Indian/AK Native		3 (<1%)	7 (<1%)	10 (<1%)	
Asian/Pacific Islander		5 (<1%)	22 (1%)	27 (1%)	+3
Black Non-Hispanic	10 (<1%)	62 (3%)	258 (13%)	330 (17%)	+27
Hispanic		20 (1%)	75 (4%)	95 (5%)	+8
White Non-Hispanic	39 (2%)	240 (12%)	1,132 (58%)	1,411 (72%)	-129
Unknown/Not Reported	4 (<1%)	14 (<1%)	72 (4%)	90 (5%)	-26
Totals	53 (3%)	344 (17%)	1,566 (80%)	1,963	-116

Hours Completed¹

Zero:	3 (<1%)
1-29:	257 (13%)
30-59:	341 (17%)
60-89:	558 (29%)
90+:	804 (41%)

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
Zero		1 (<1%)	2 (<1%)	3 (<1%)	+3
1-29 hours	1 (<1%)	29 (1%)	227 (12%)	257 (1%)	-25
30-59 hours	3 (<1%)	50 (3%)	288 (15%)	341 (17%)	-5
60-89 hours	13 (<1%)	112 (5%)	433 (22%)	558 (29%)	-32
90+ hours	36 (2%)	152 (8%)	616 (31%)	804 (41%)	-57
Totals	53 (3%)	344 (17%)	1,566 (80%)	1,963	-116

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 59 hours, and one when she had 75 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	23	297	6	222
1000 Level Major	12	31	1	2
Total 1000 Level	35	328	7	224
2000 Level General Education	20	238	7	129
2000 Level Major	45	320	7	129
Total 2000 Level	65	558	19	228
3000 Level General Education	16	88	8	44
3000 Level Major	156	764	38	200
Total 3000 Level	172	852	46	244
4000 Level General Education	19	212	19	212
4000 Level Major	113	463	31	152
Total 4000 Level	132	675	50	364
5000 Level Major	-	-	-	-
TOTALS	404	2,413	122 (30% of total courses used for submission)	1,060 (44% of total submissions)

- In SP15, a total of 404 courses were represented in the EWP submissions; SP15 shows a decrease of 18 courses from which students chose to submit.
- In SP15, 1,060 of the 2,413 submissions were from WI/WC courses, or 44% of the total submissions. In SP14 1,260 of the 2,597 total submissions came from WI/WC courses (49% of the submissions for the semester); this percentage shows a 5% decrease from the previous spring in WI/WC submissions.
- Only one submission was received from 112 courses (decrease of 6 courses from SP14). The most submissions came from ENG 1002 with 145, followed by EDF 2555G with 81, and EIU 4101G with 70 submissions. A total of 209 submissions were received from the 18 senior seminar 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	5 (<1%)	3 (<1%)
1.5	7 (<1%)	2 (<1%)
2	29 (1%)	50 (2%)
2.5	57 (3%)	64 (3%)
3	240 (10%)	440 (18%)
3.5	413 (17%)	523 (22%)
4	309 (13%)	271 (11%)
Average Score	3.41	3.32
Total Submissions	1,060 (44%)	1,353 (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	5 (<1%)	3 (<1%)
1.5	7 (<1%)	2 (<1%)
2	29 (3%)	50 (4%)
2.5	57 (5%)	64 (5%)
3	240 (23%)	440 (32%)
3.5	413 (40%)	523 (39%)
4	309 (29%)	271 (20%)
Average Score	3.41	3.32
Total Submissions	1,060 (100%)	1,353 (100%)

Percentages taken from each course category (WI/WC and Non-WI/WC).

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	3.36	2,413	-184	3.40
College of Arts & Humanities	3.37	373	-94	3.39
Africana Studies	3.13	4	+1	3.16
Art	3.16	54	-3	3.28
Communication Studies	3.34	171	-34	3.34
English	3.66	37	-31	3.58
Foreign Languages	3.57	7	-9	3.25
History	3.56	35	-13	3.48
Journalism	3.52	28	-9	3.40
Music	3.46	24	+5	3.26
Philosophy	3.10	5	-	3.50
Theater Arts	2.75	8	-1	3.11
College of Education & Professional Studies	3.35	564	-32	3.40
Early Childhood/Elementary/Middle Level Education	3.33	143	-19	3.35
Health Studies	3.41	58	-10	3.45
Kinesiology & Sports Studies	3.27	238	-6	3.38
Recreation Administration	3.35	36	-1	3.40
Secondary Education	2.33	3	+3	-
Special Education	3.55	86	+1	3.48
College of Sciences	3.34	610	-5	3.45
Biological Sciences	3.33	152	-36	3.49
Chemistry	3.53	18	+7	3.54
Communication Disorders & Sciences	3.41	35	-13	3.55
Economics	3.13	8	-8	3.62
Geology/Geography	3.15	27	+9	3.27
Mathematics & Computer Sciences	3.59	32	+5	3.53
Nursing	3.27	22	+14	3.62
Physics	3.43	15	+1	3.64
Political Science	3.33	30	+1	3.44
Psychology	3.34	190	+50	3.29
Sociology	3.30	81	-35	3.49
College of Continuing Education— Bachelor of General Studies	3.51	169	-79	3.52

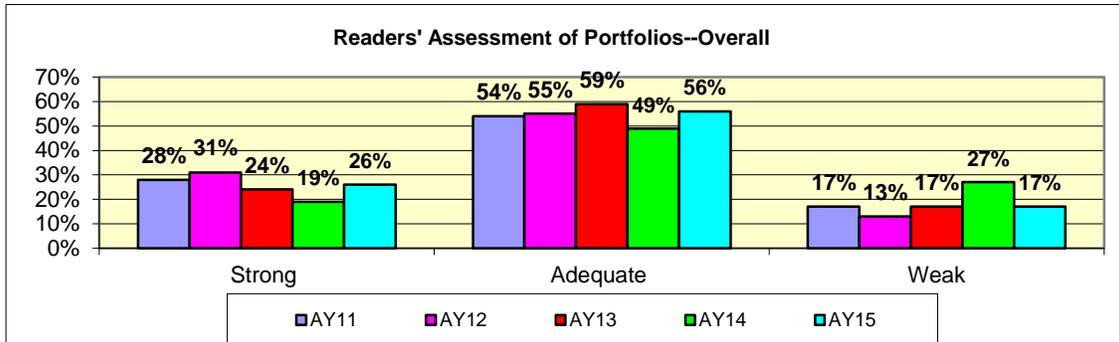
Major	Average Rating	Number of Submissions	Increase/ Decrease Previous Fall	Previous Fall Average
Lumpkin College of Business & Applied Sciences	3.36	671	+21	3.35
School of Business	3.32	354	+8	3.36
Accounting	3.37	50	+6	3.42
Business Administration	3.58	6	-10	3.57
Finance	3.25	20	-15	3.42
Management	3.16	58	+5	3.43
Management Information Systems	3.50	10	-2	3.33
Marketing	3.28	51	-1	3.23
Pre-Business	3.36	159	+25	3.34
School of Family & Consumer Sciences	3.33	172	-10	3.30
Apparel/Consumer Affairs/Hospitality Management/Merchandising	3.30	50	+2	3.31
Dietetics	3.42	19	-3	3.09
Family Services	3.32	103	-9	3.34
School of Technology	3.49	145	+23	3.41
Applied Engineering Technology	3.47	96	+40	3.37
Career & Technical Education	3.75	4	-1	3.40
Organizational & Professional Development	3.50	45	-16	3.45
Center for Academic Support & Assessment—Undeclared	3.15	26	+5	3.14

Electronic Writing Portfolio Readings Report AY 2015

Number of Readers: 17
 Number of Portfolios: 208
 Number of Papers: 616

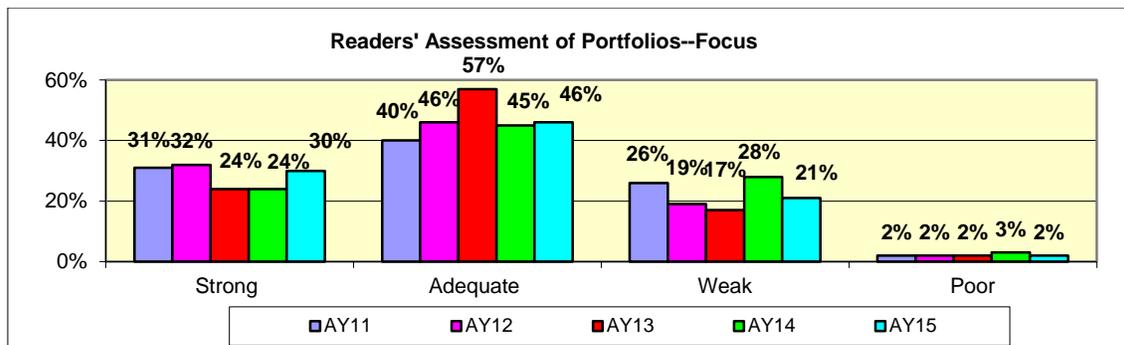
Portfolios Overall

Strong Portfolios: 26%
Adequate Portfolios: 56%
Weak Portfolios: 17%



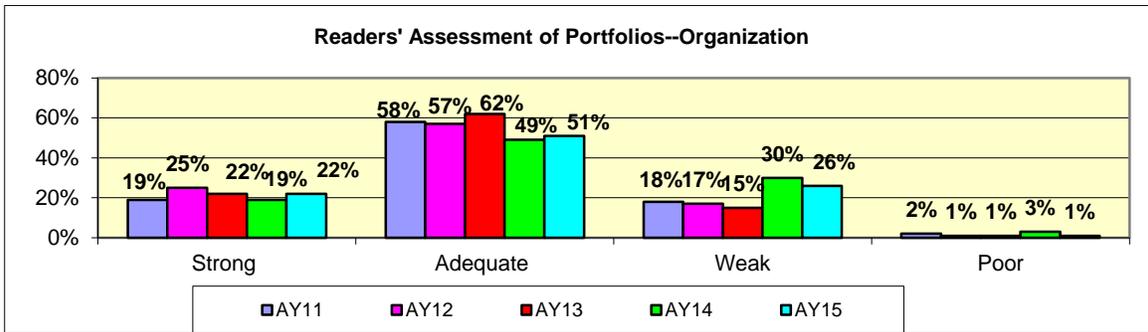
Focus/Purpose

Strong (Consistently strong sense of focus/purpose throughout): 30%
Adequate (Clear focus/purpose in most or all submissions): 46%
Weak (Some evidence of ability to focus on a purpose): 21%
Poor (Very little or no evidence of focus): 2%



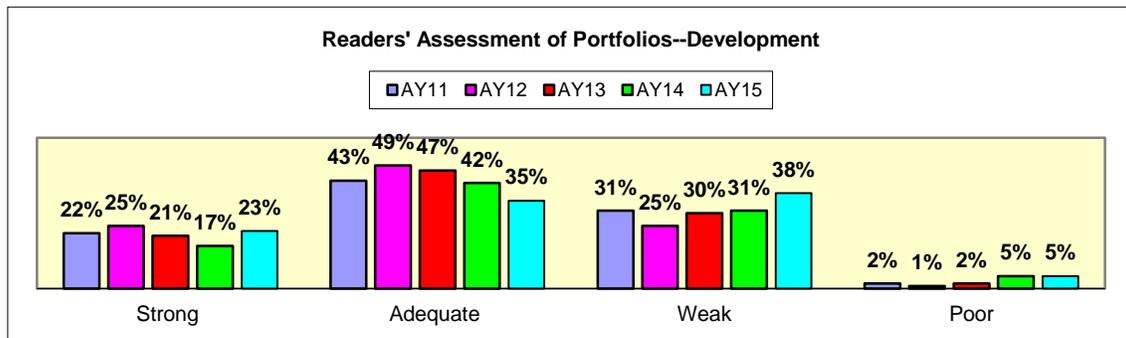
Organization

Strong (Consistent use of structure in ways that enhance presentation of ideas/information): 22%
Adequate (Logical organization and/or clearly identifiable structure): 51%
Weak (Inconsistent sense of structure and/or lapses in organization): 26%
Poor (Very little or no sense of structure or organization): 1%



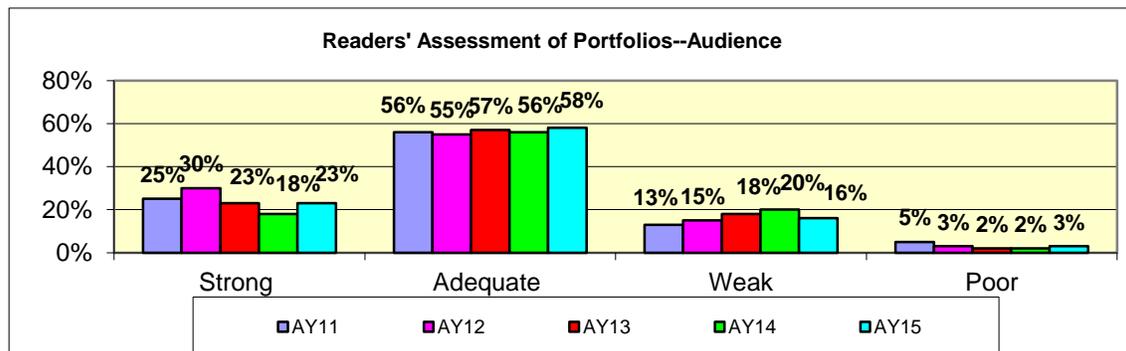
Development

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): 23%
Adequate (Some awareness of and/or attempt to communicate with audience): 58%
Weak (Little or no awareness of audience): 16%
Poor (No sense of writing for an audience): 3%



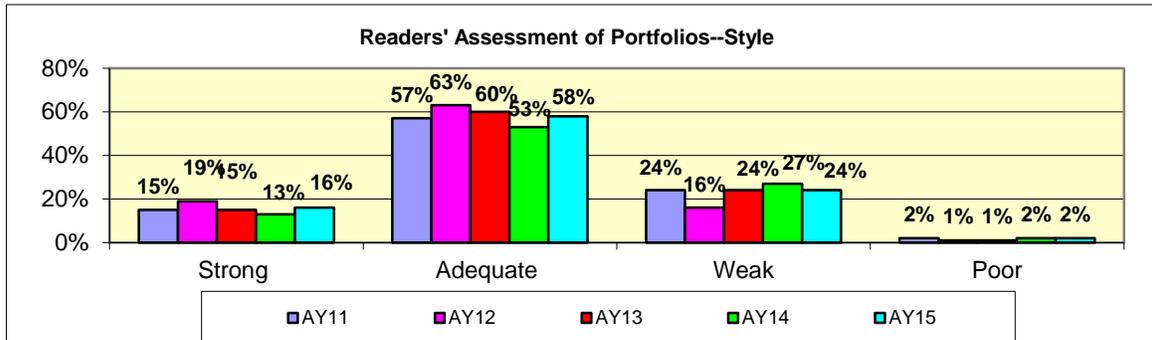
Style

Strong (Sophisticated use of language (sentence structure, word choice) that enhances presentation of ideas/information): 16%

Adequate (Appropriate use of language that effectively conveys ideas/information): 58%

Weak (Use of language that is awkward, unnecessarily complex, and/or overly simplistic): 24%

Poor (Use of language that is highly inconsistent or indeterminate): 2%



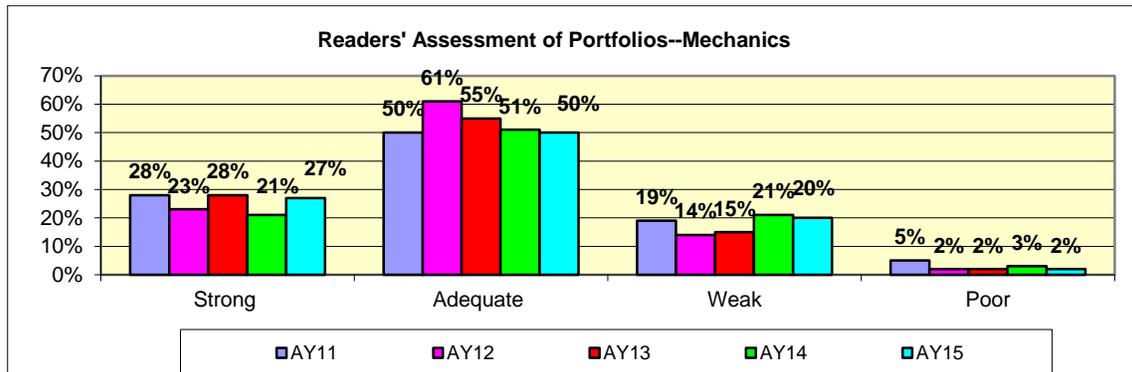
Mechanics

Strong (Few, if any, errors in mechanics relative to length and complexity of documents): 27%

Adequate (Some errors in mechanics that do not interfere significantly with communication): 50%

Weak (Patterns of errors in mechanics that affect clarity and/or credibility of writing): 20%

Poor (Large numbers of errors in mechanics affecting almost all aspects of the writing): 2%

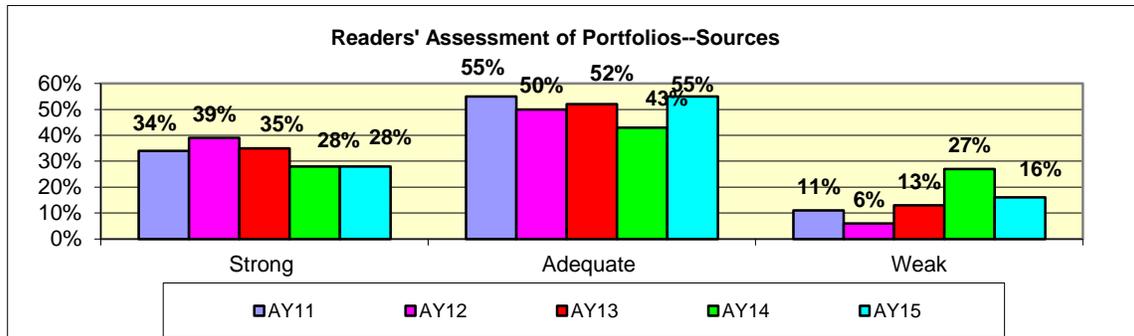


Sources

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): 55%

Weak (Inappropriate/ineffective integration of ideas/information): 16%

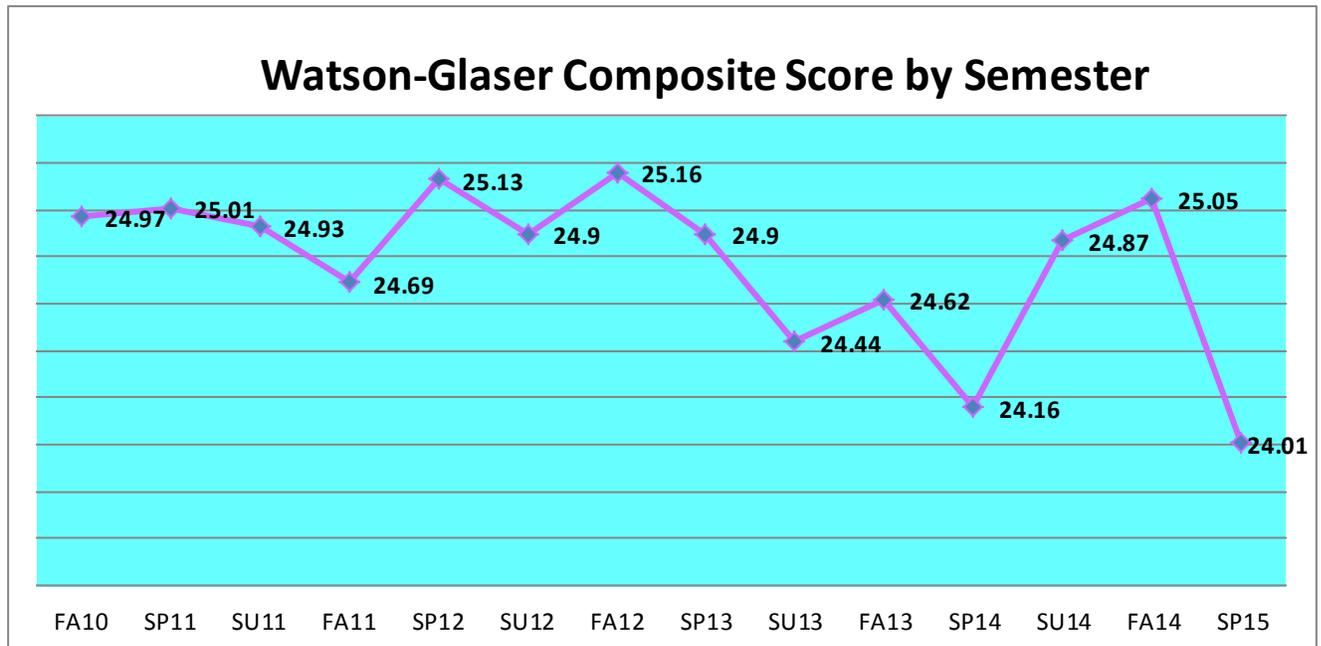


AY 2014-15 Watson-Glaser Report

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.

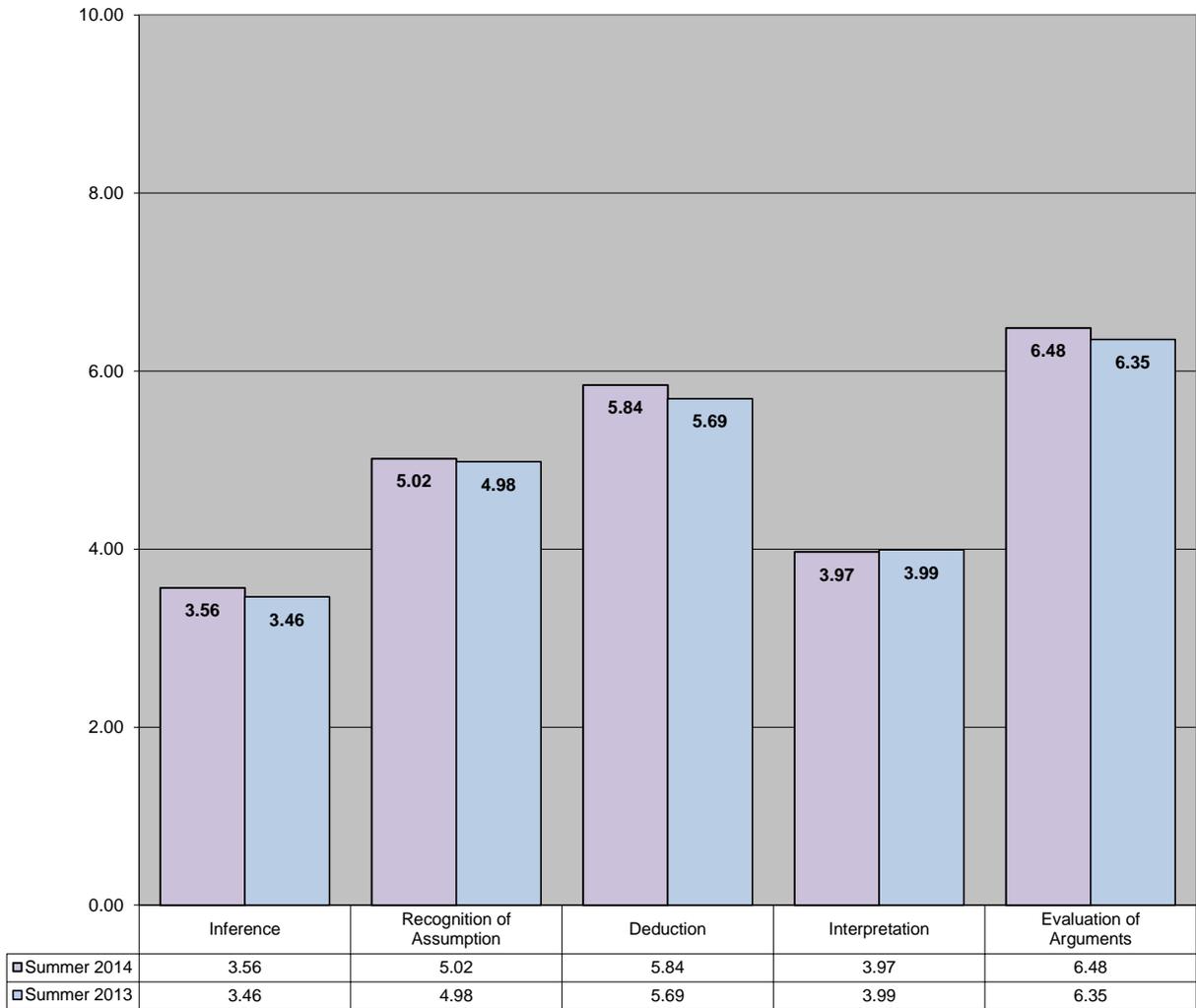
The highest possible composite score is a 40. The chart below offers the average composite scores for the last five years, 15 semesters of data. The scores for the past 5 semesters remain relatively stable from the all-time low of 22.82 in SU09.



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.

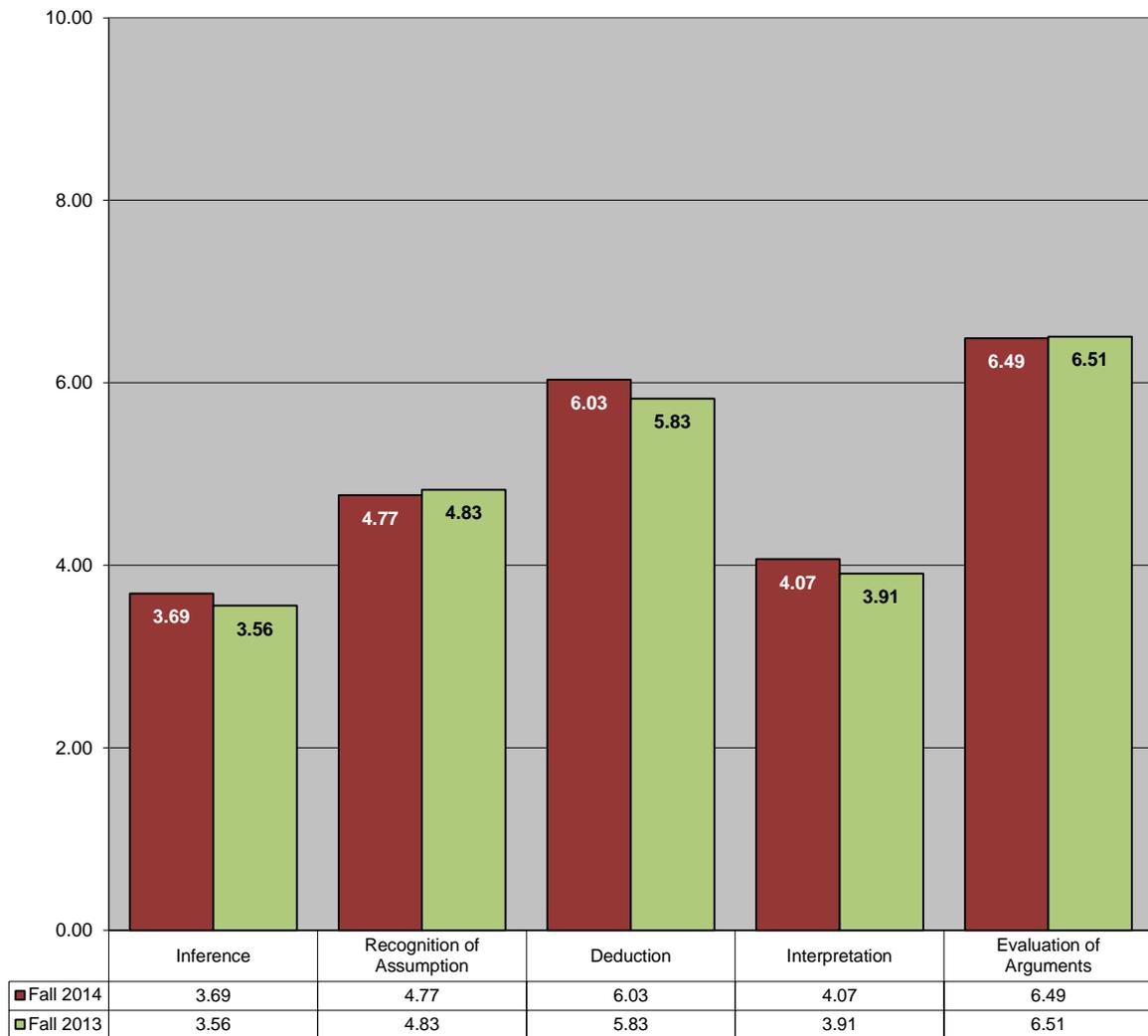
Watson-Glaser Analysis

Summer 2013 & Summer 2014 Mean Score Comparison



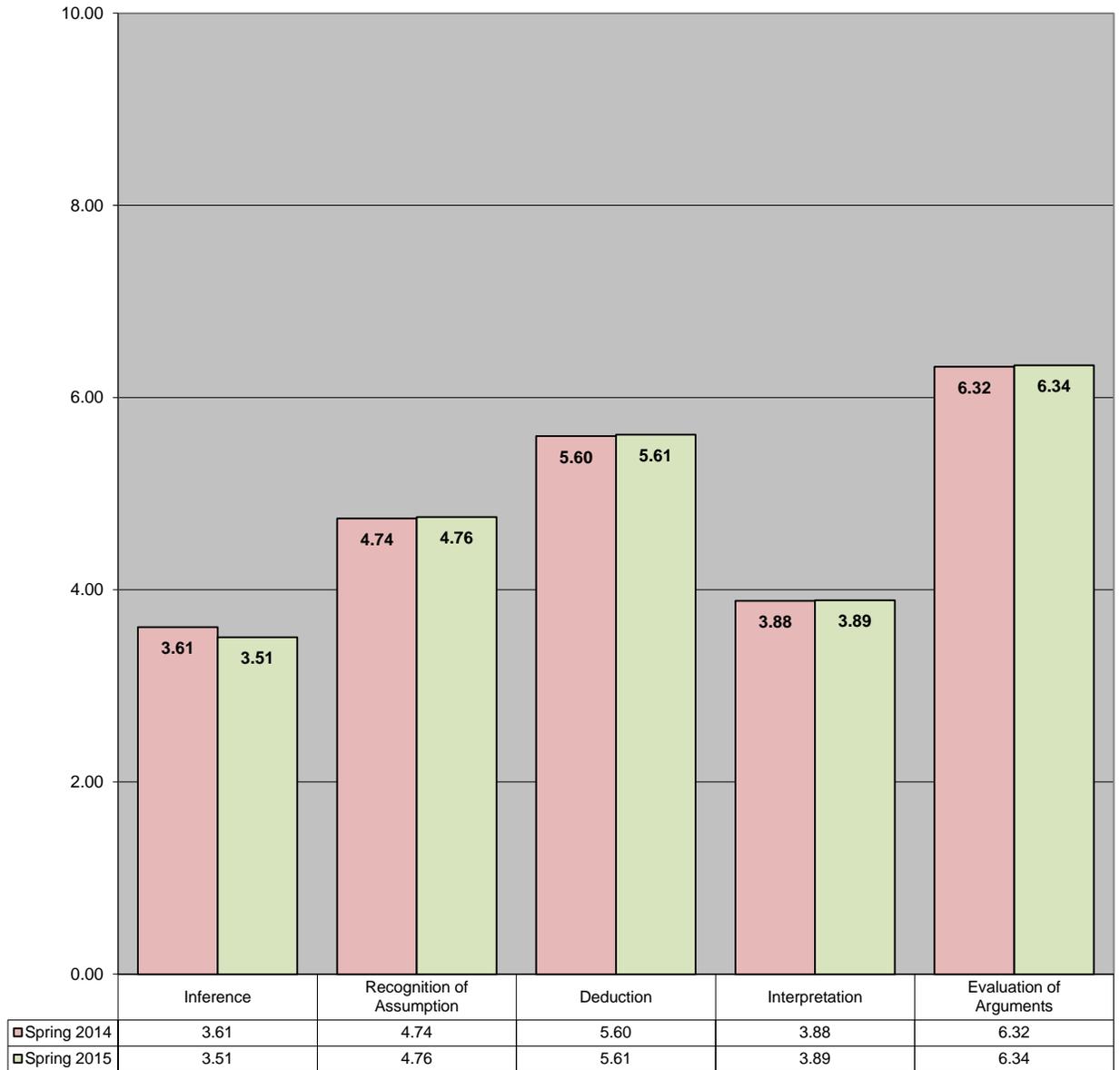
Watson-Glaser Analysis

Fall 2013 & Fall 2014 Mean Score Comparison

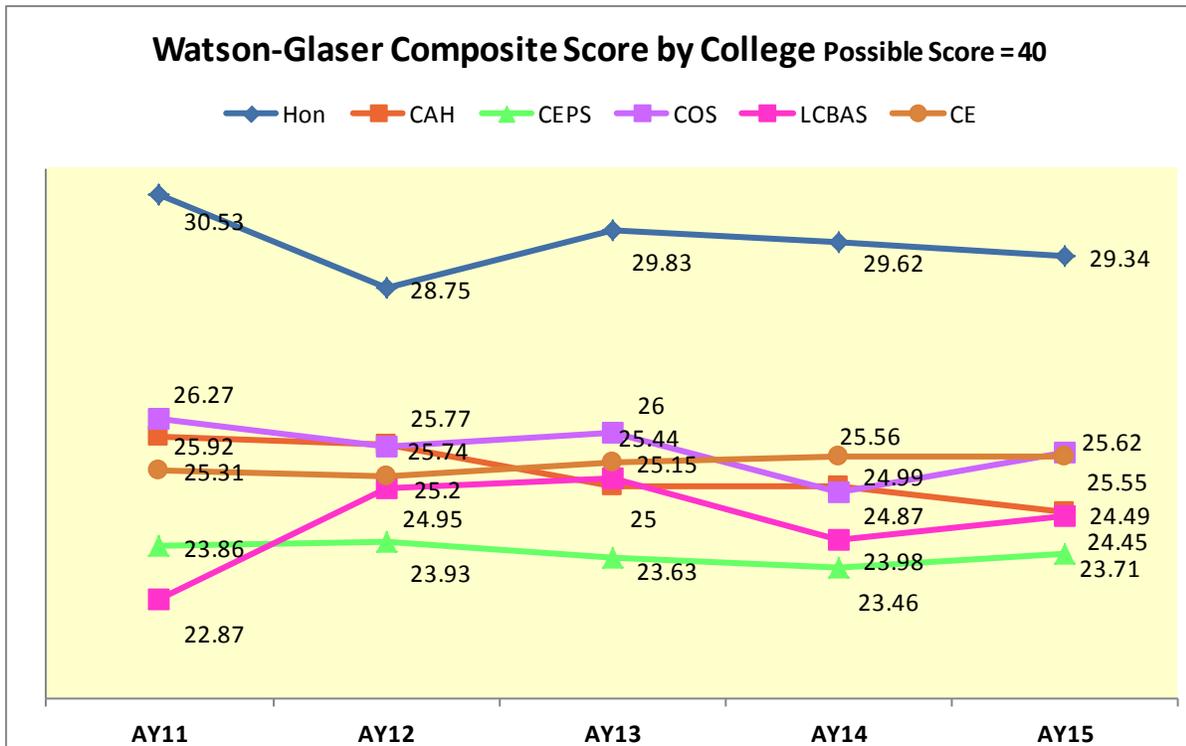


Watson-Glaser Analysis

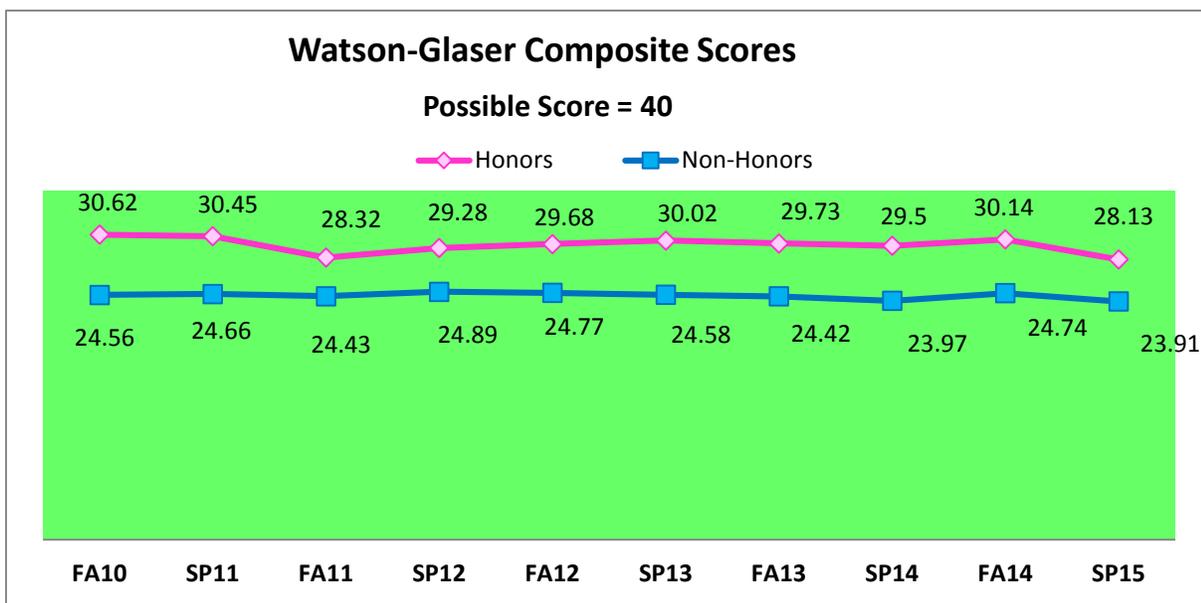
Spring 2014 & Spring 2015 Mean Score Comparison



The chart below offers the composite means by academic year for each college. LCBAS shows the biggest dip and then a rebound and COS has a similar trajectory, but the other colleges show fewer changes across the five years of data.



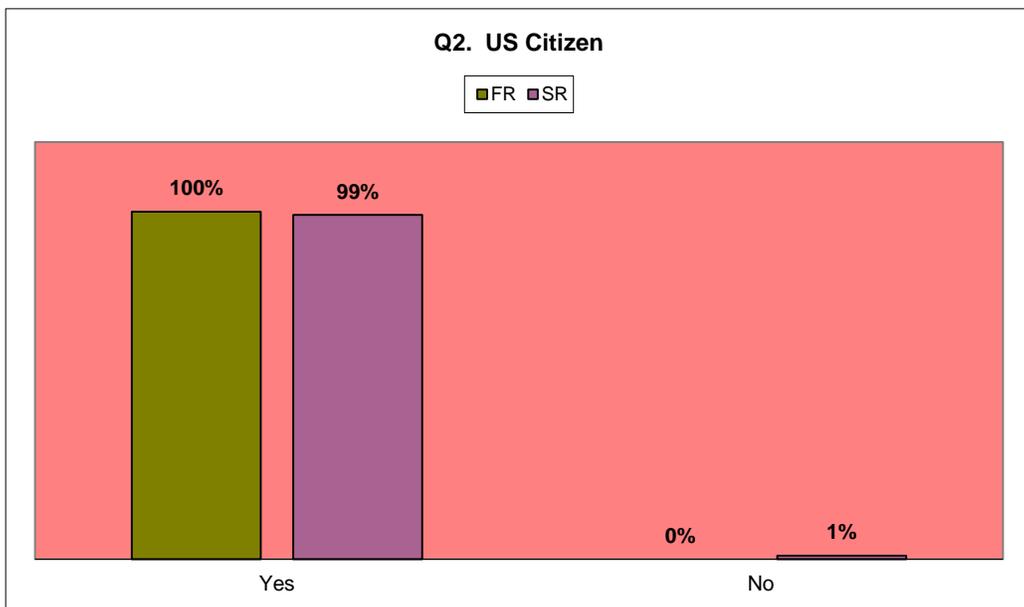
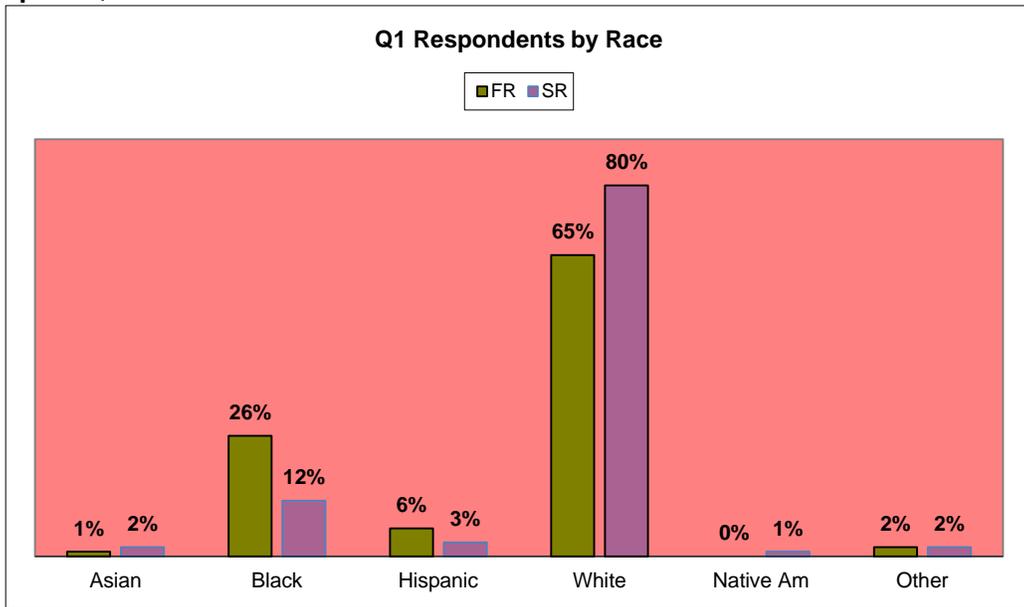
The chart below illustrates the composite scores from the honors sections compared to the non-honors sections. Although the honors sections are consistently above the non-honors sections, even those composite scores are 10-12 points below a perfect score.



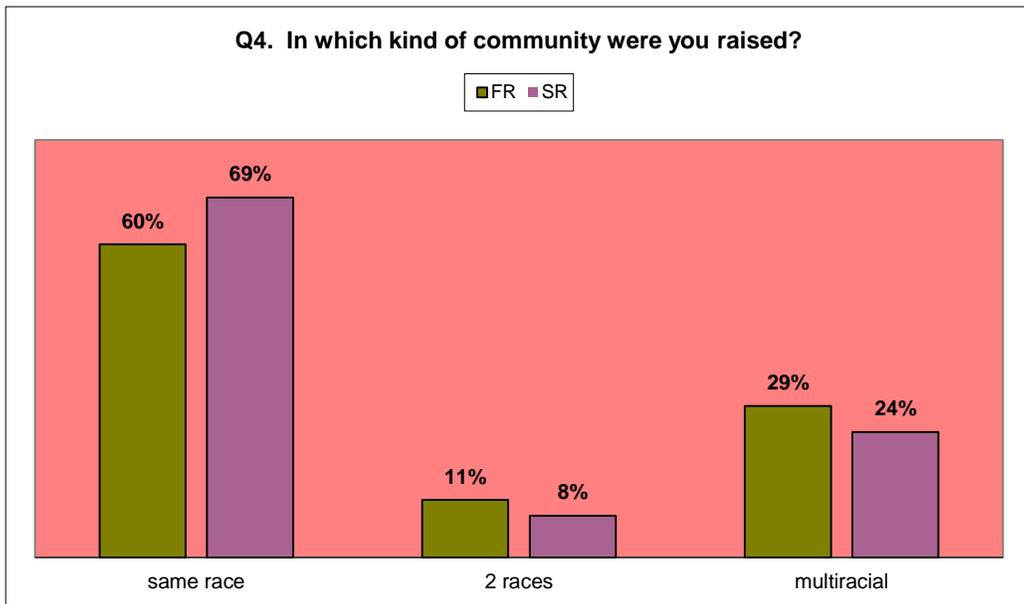
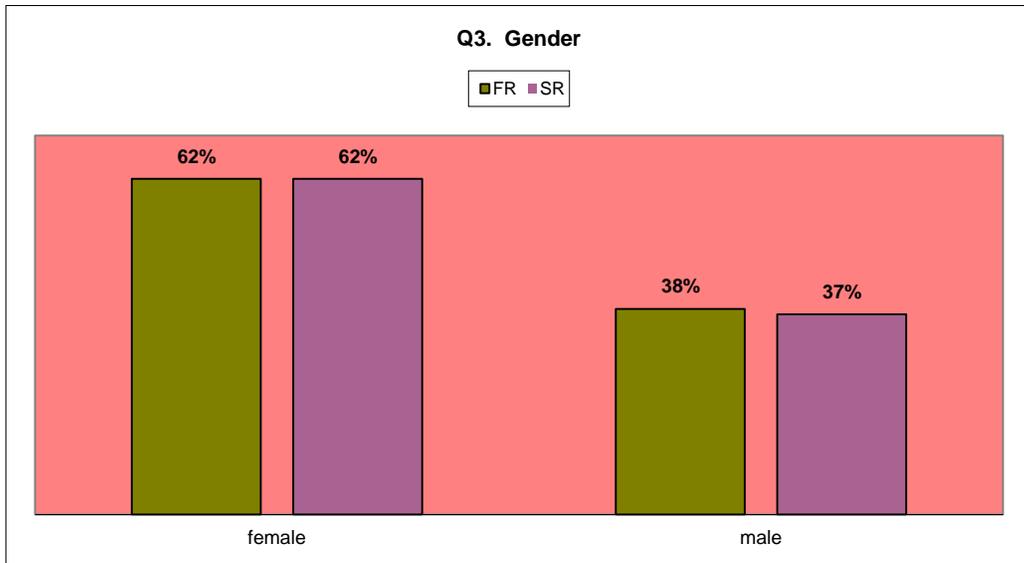
Global Survey Summer 2014 Freshmen Compared to AY15 Seniors¹

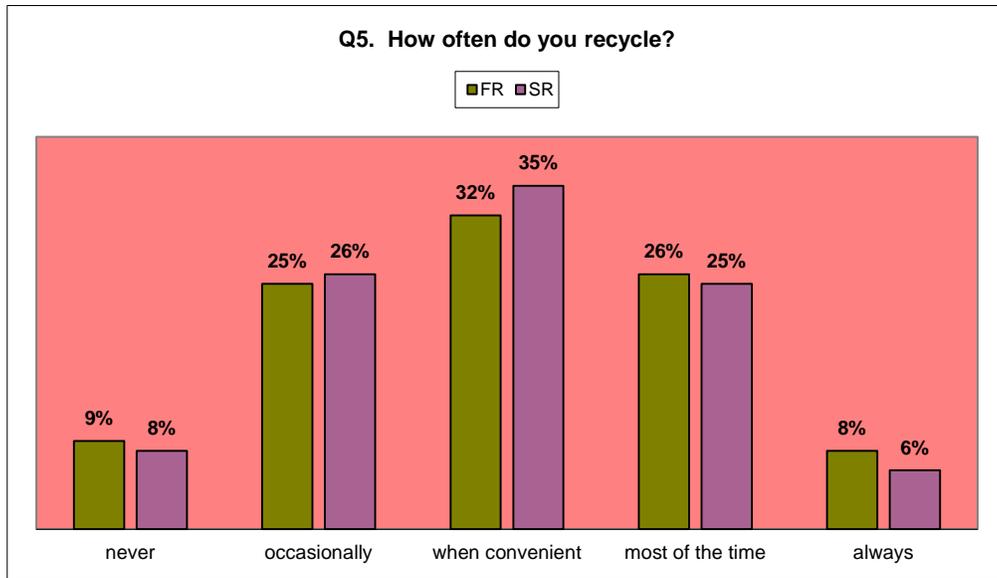
Senior N = 1129; Freshman N = 1077

Demographic Questions

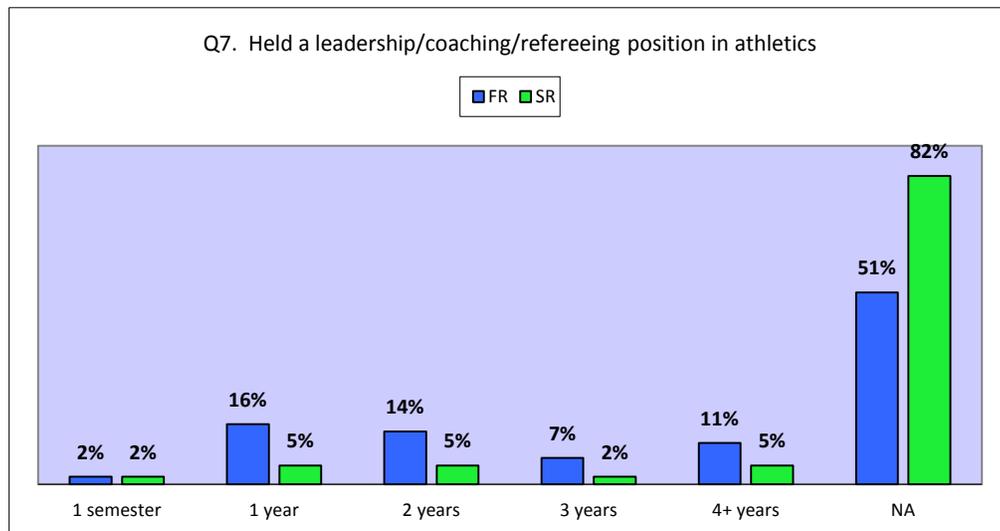
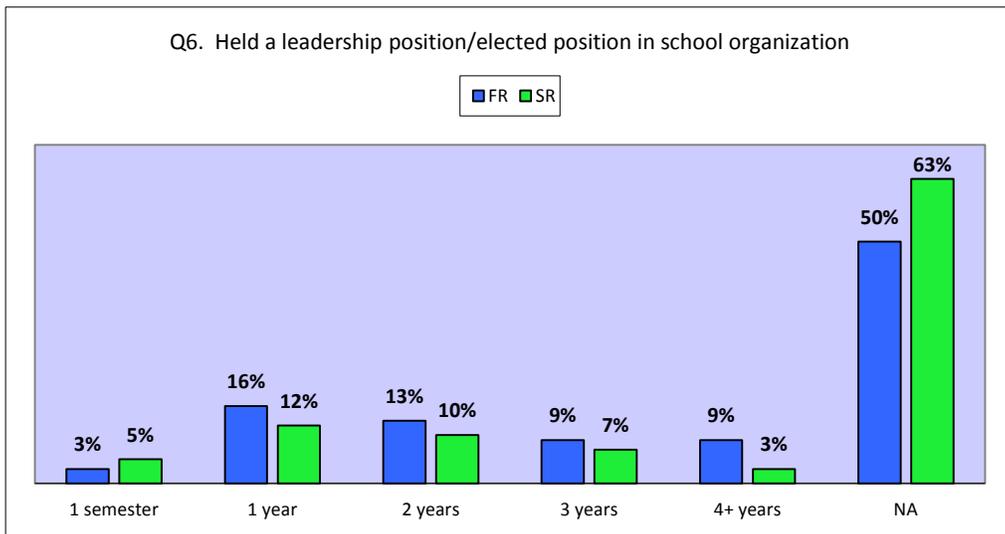


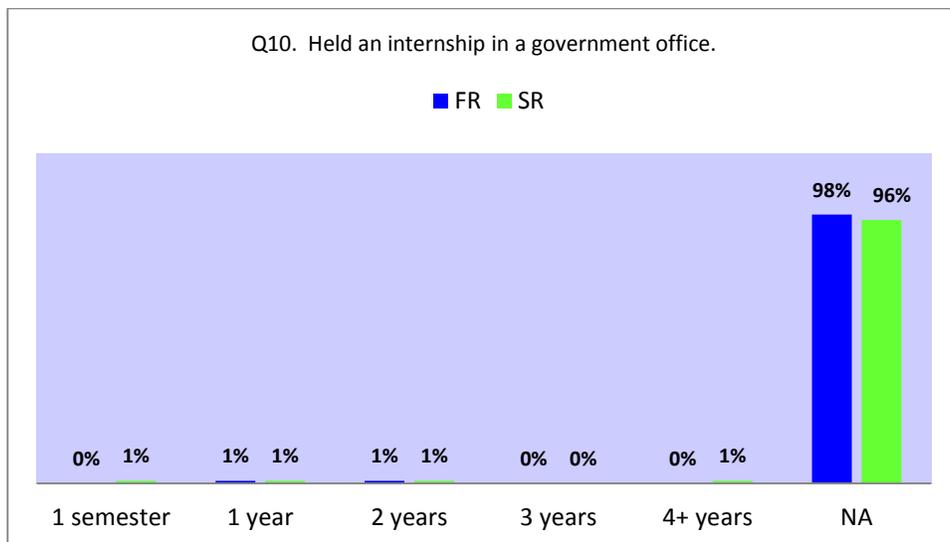
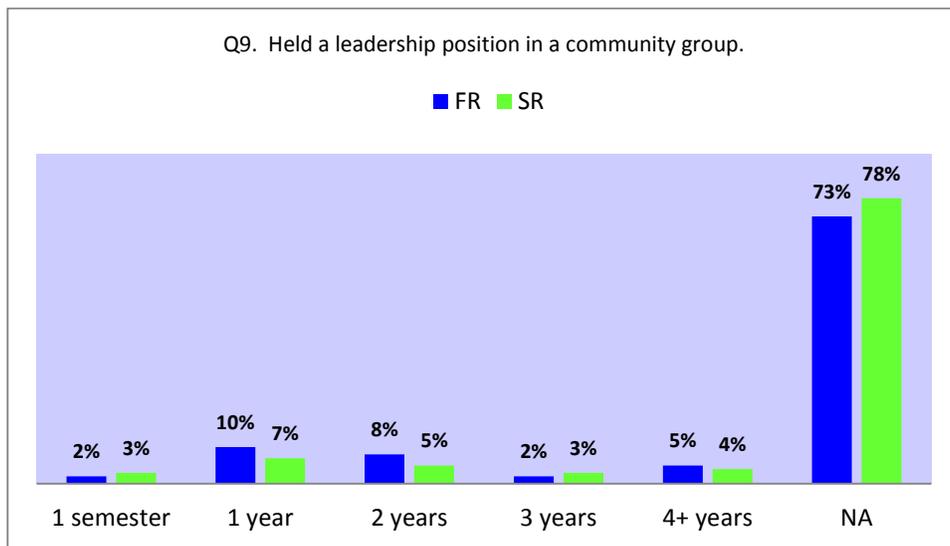
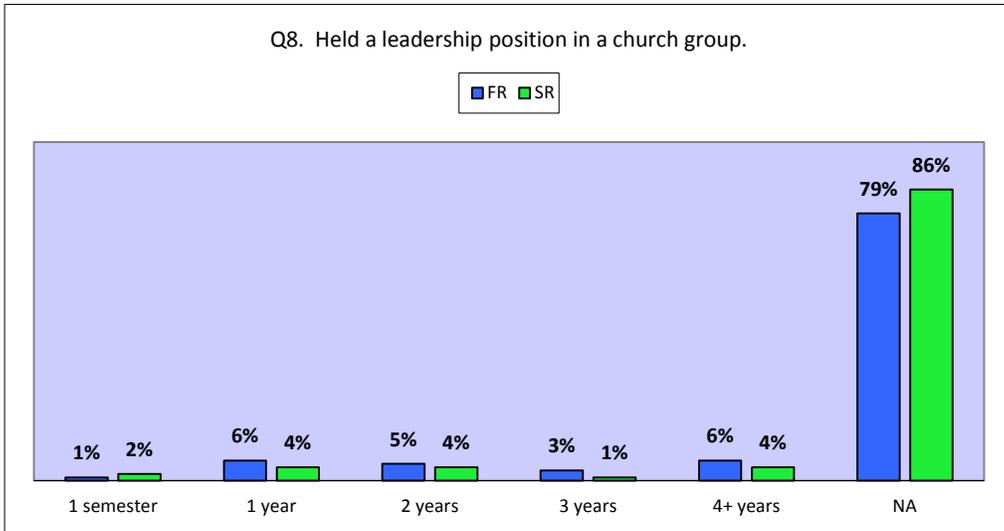
¹ Senior data includes surveys completed in senior seminar courses in SU13, FA13, and SP14.

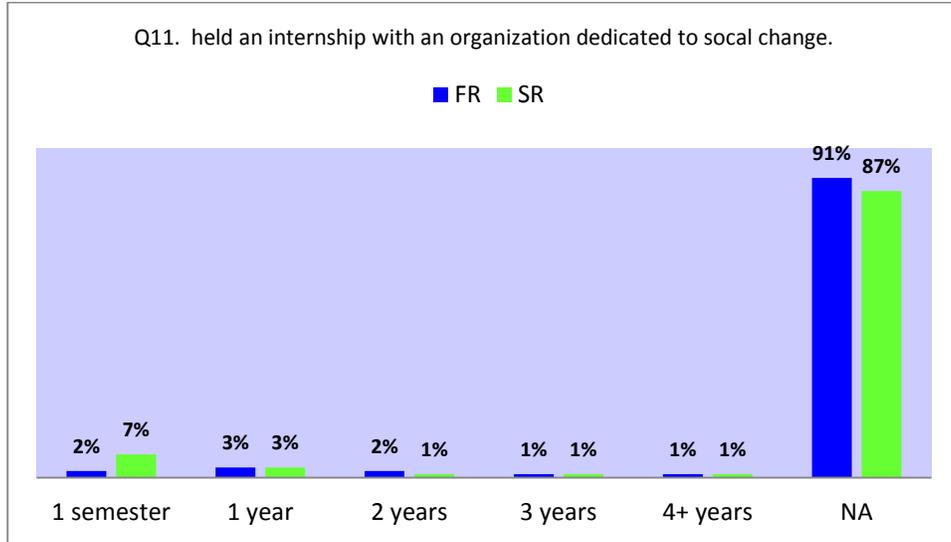




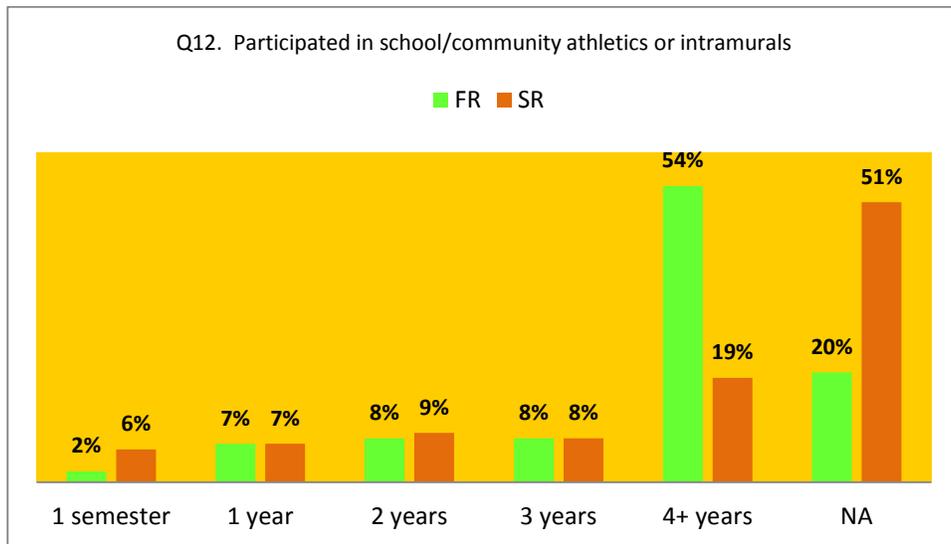
Leadership Experience

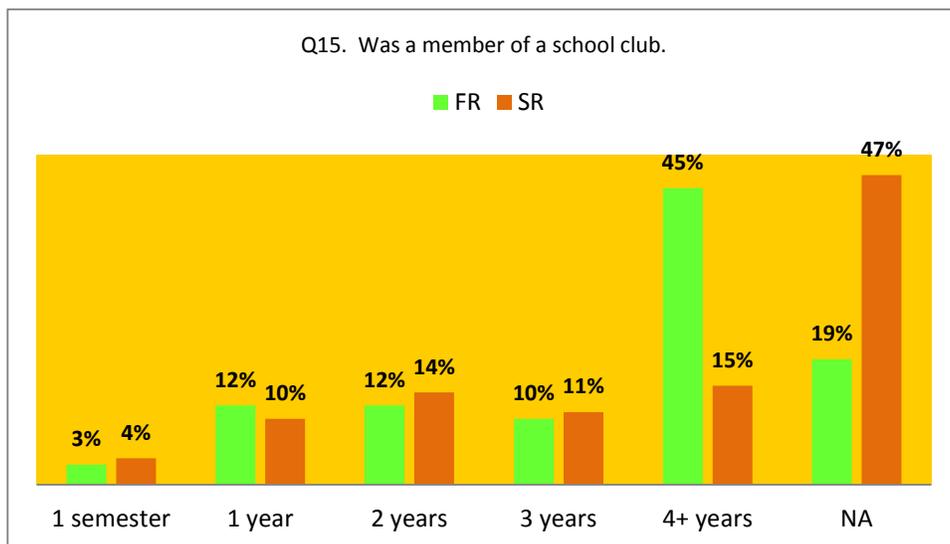
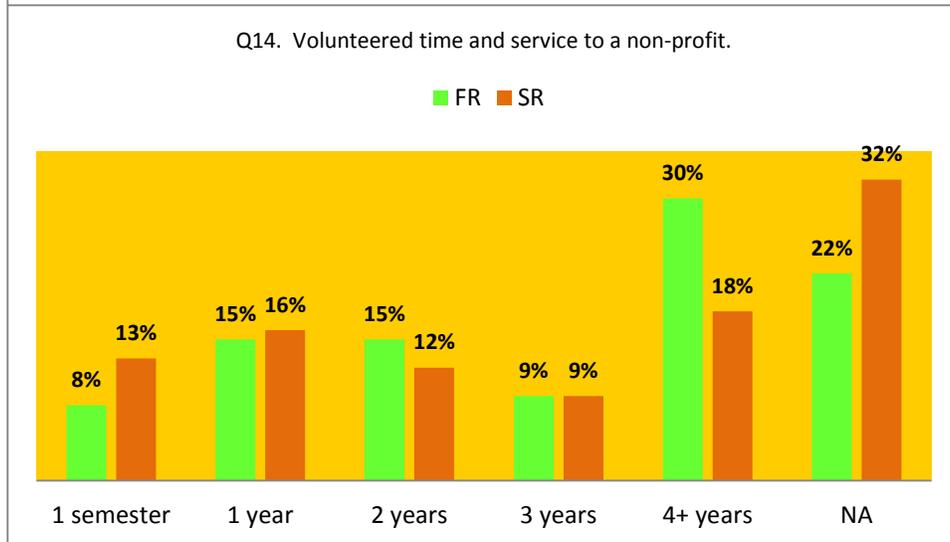
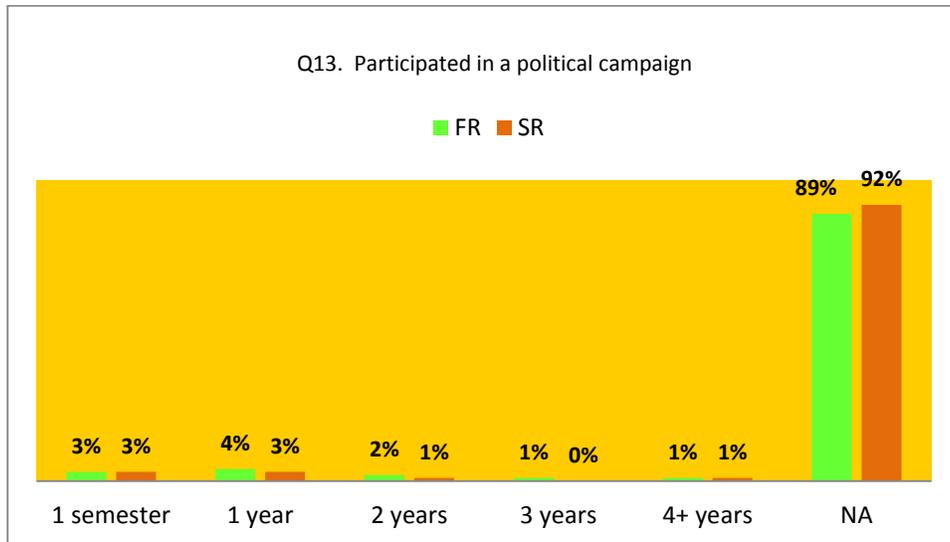


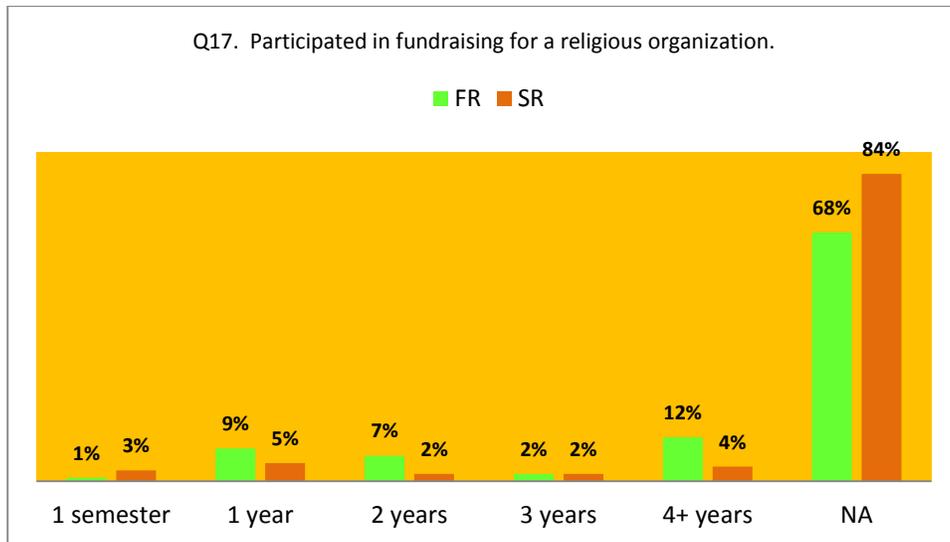
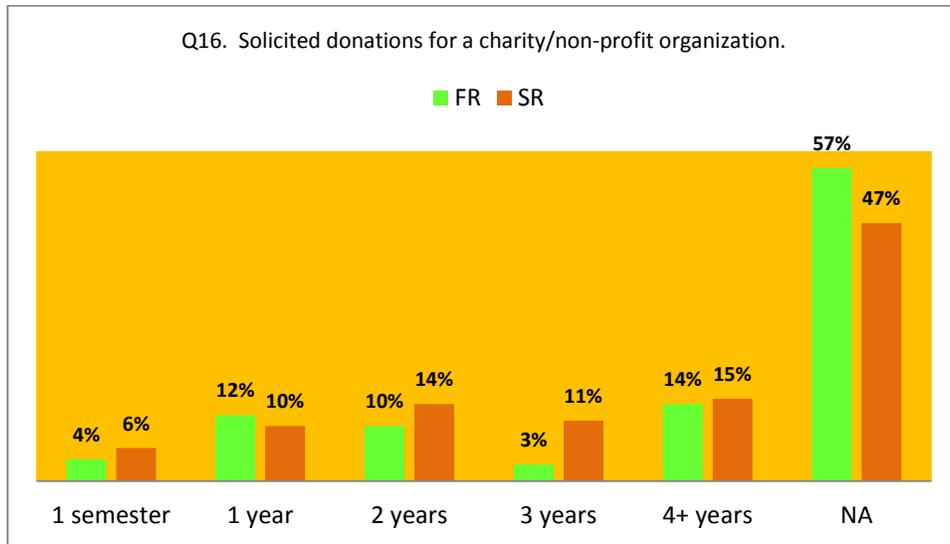




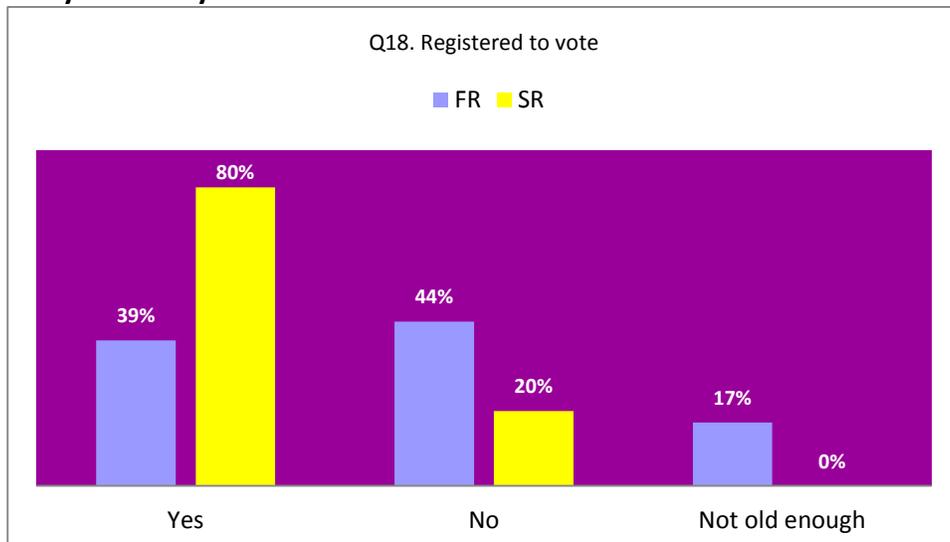
Participation in Co-Curriculum and Volunteer Work

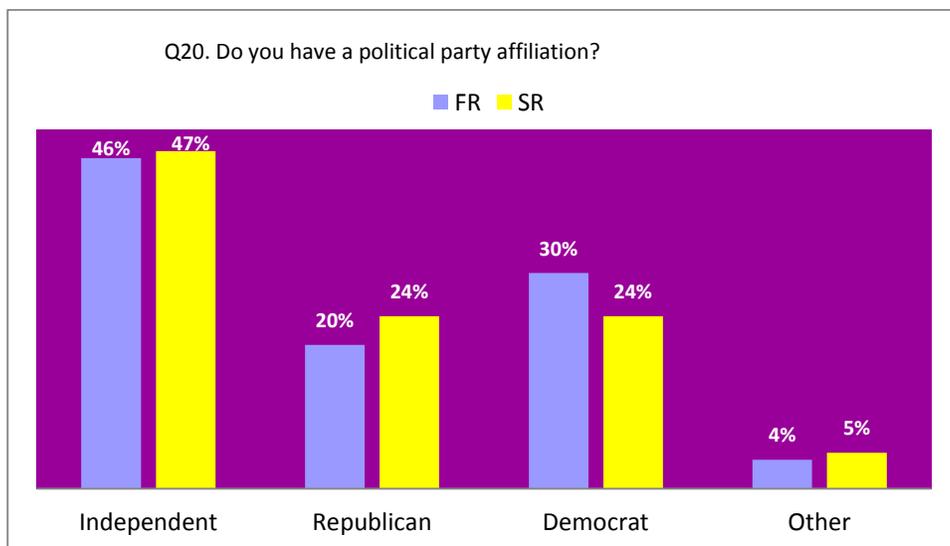
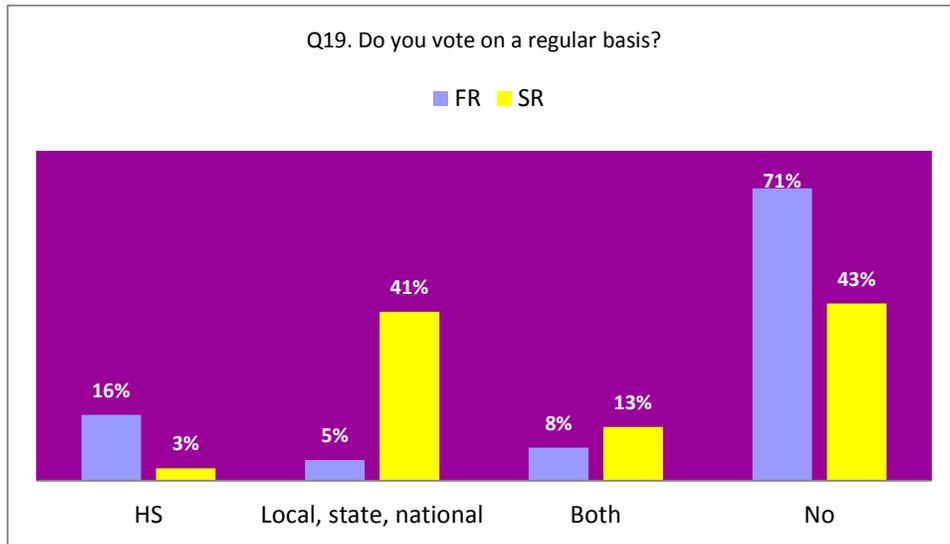




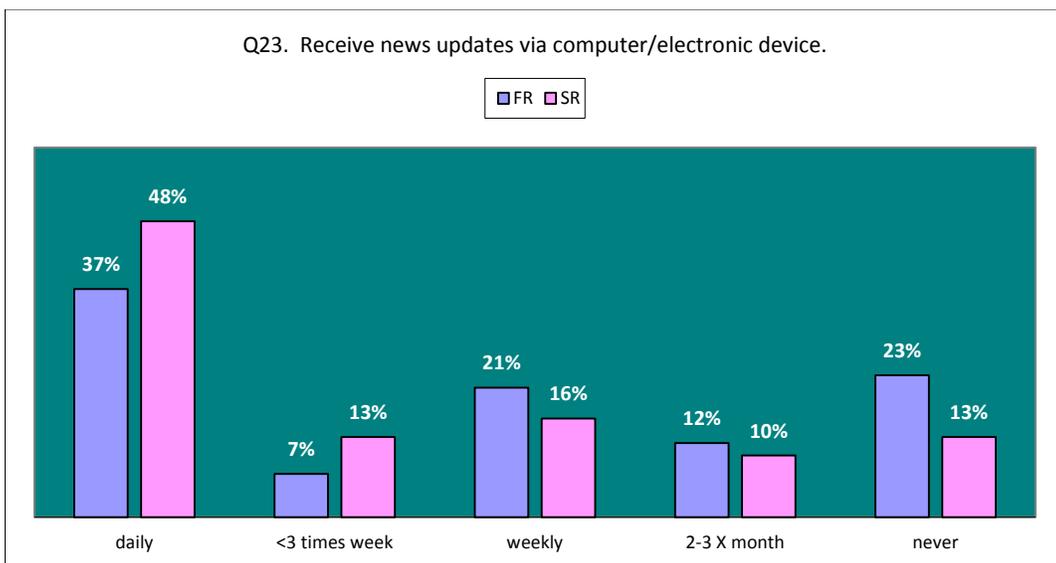
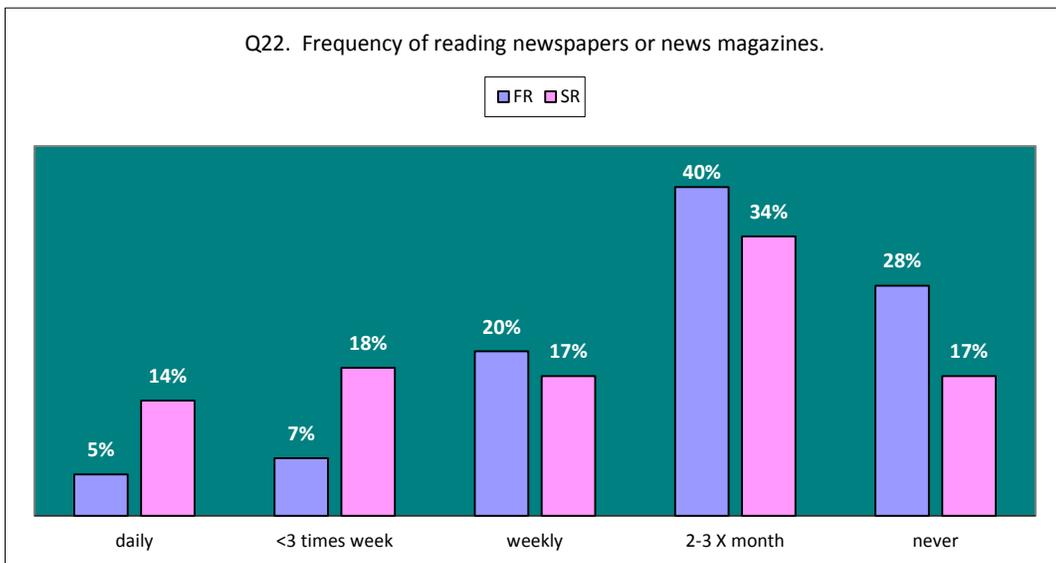
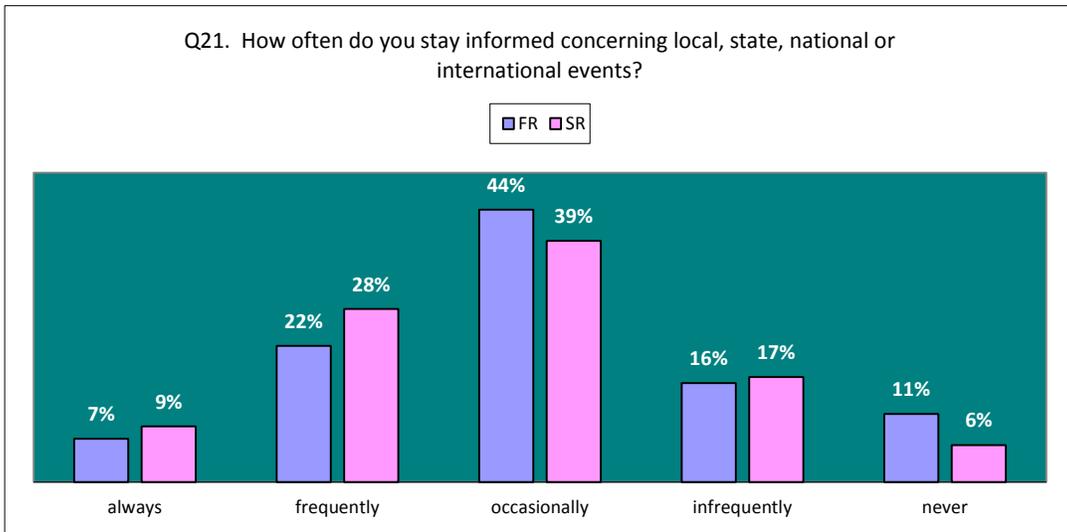


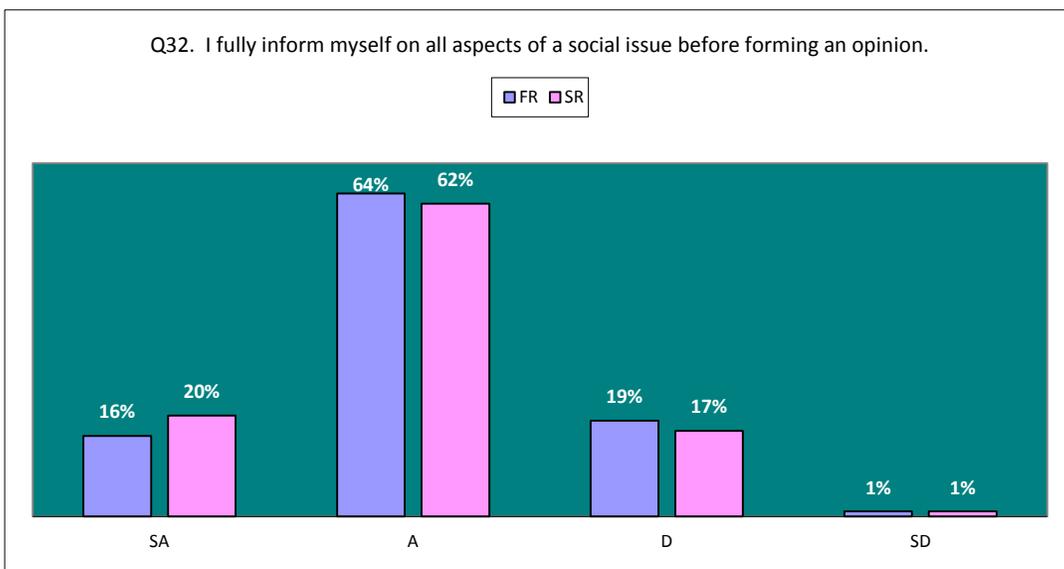
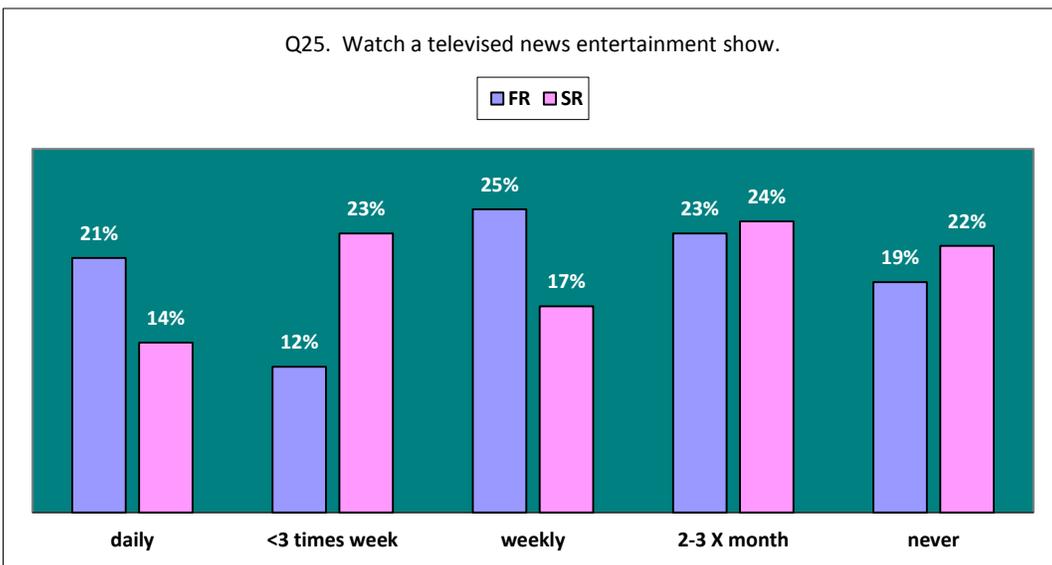
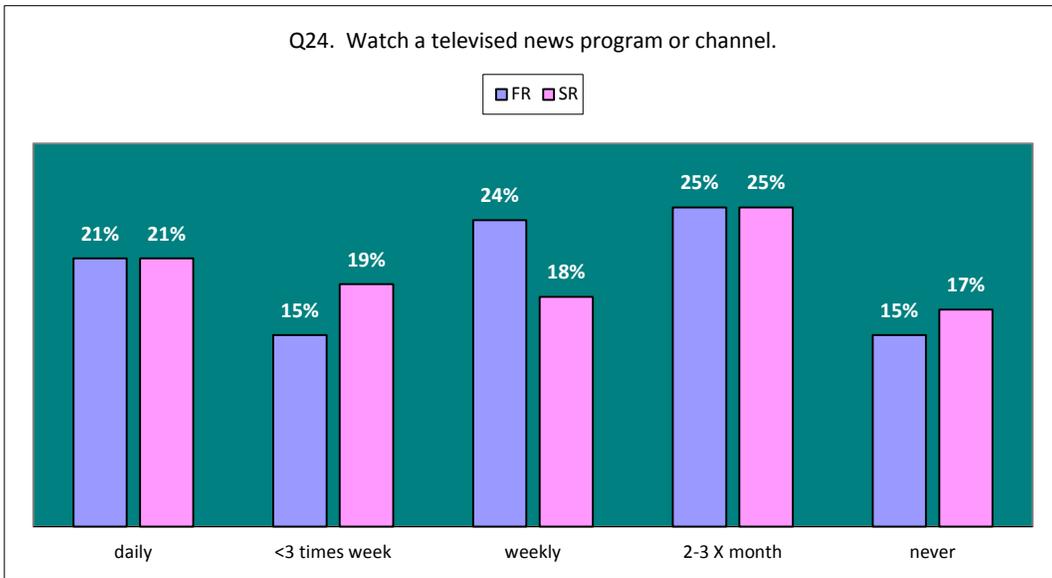
Political Activity and Party Affiliation



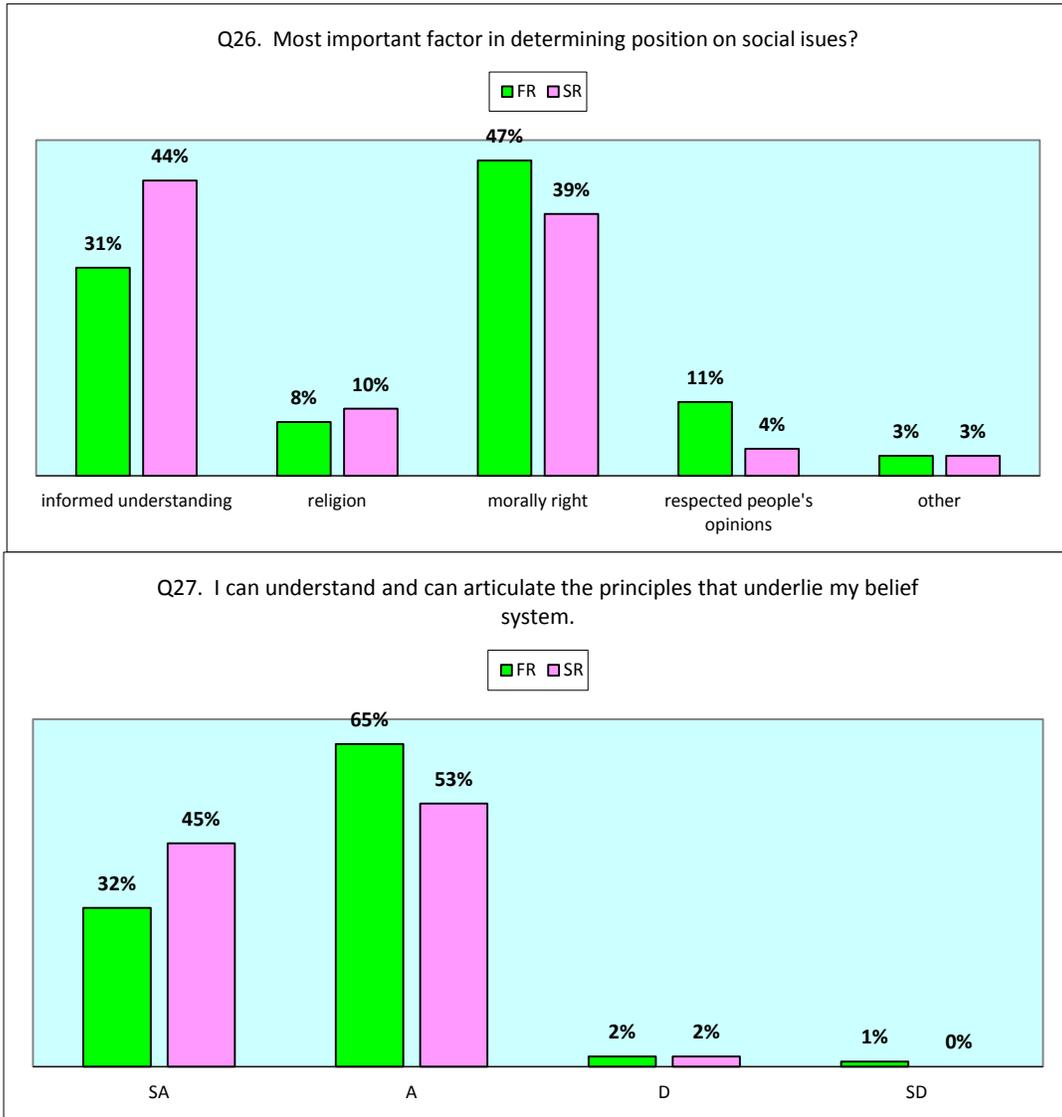


Staying Informed

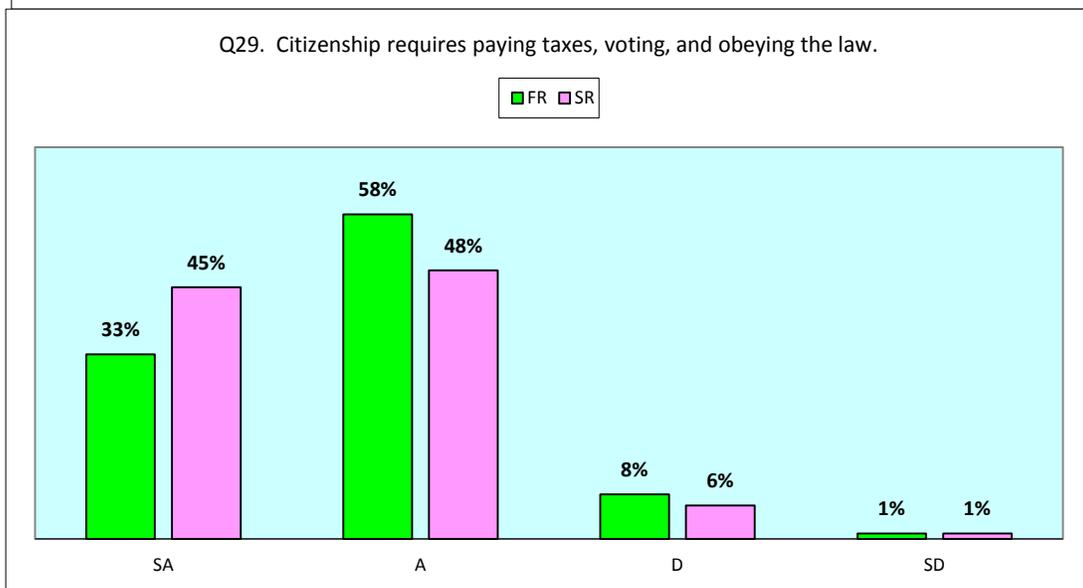
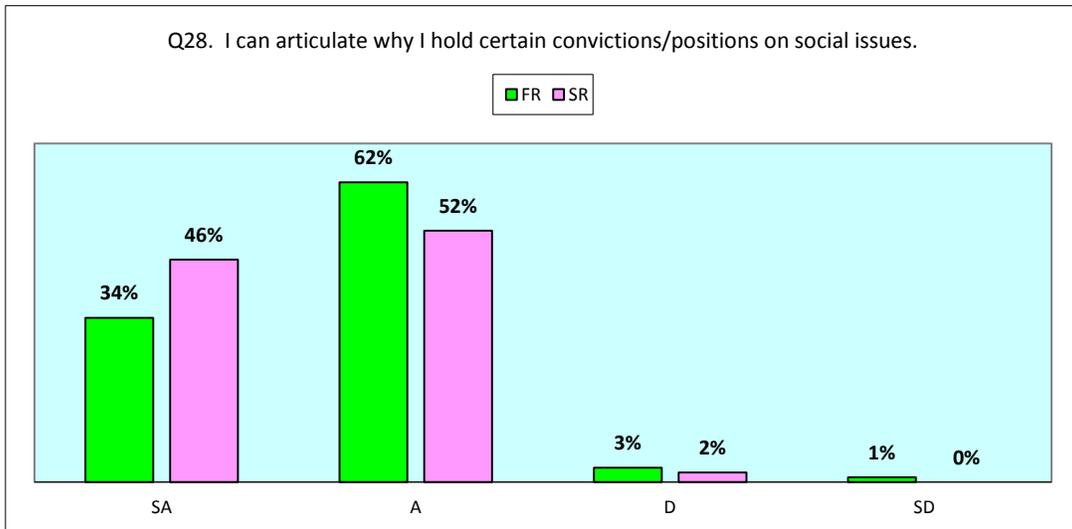




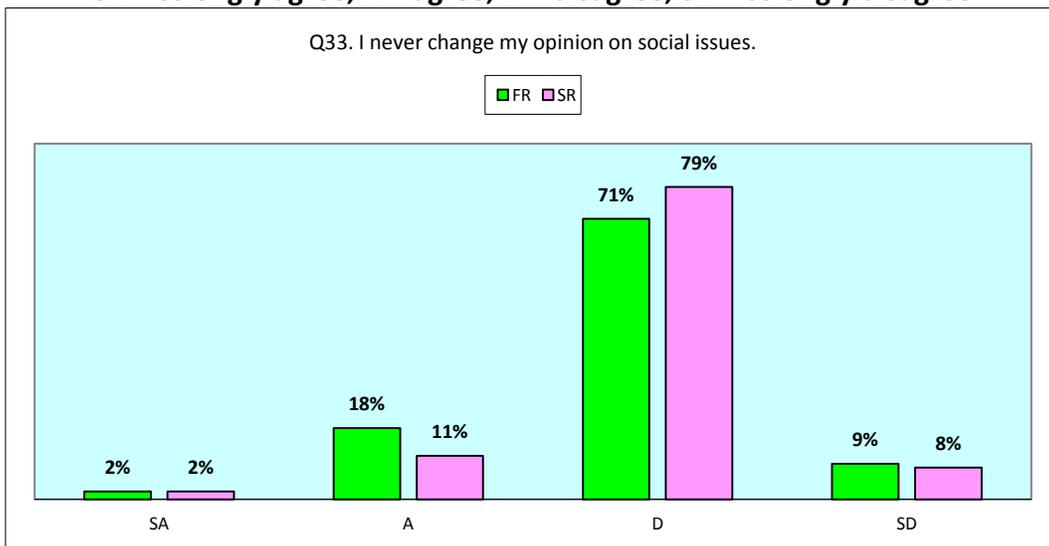
Beliefs and Decision-Making

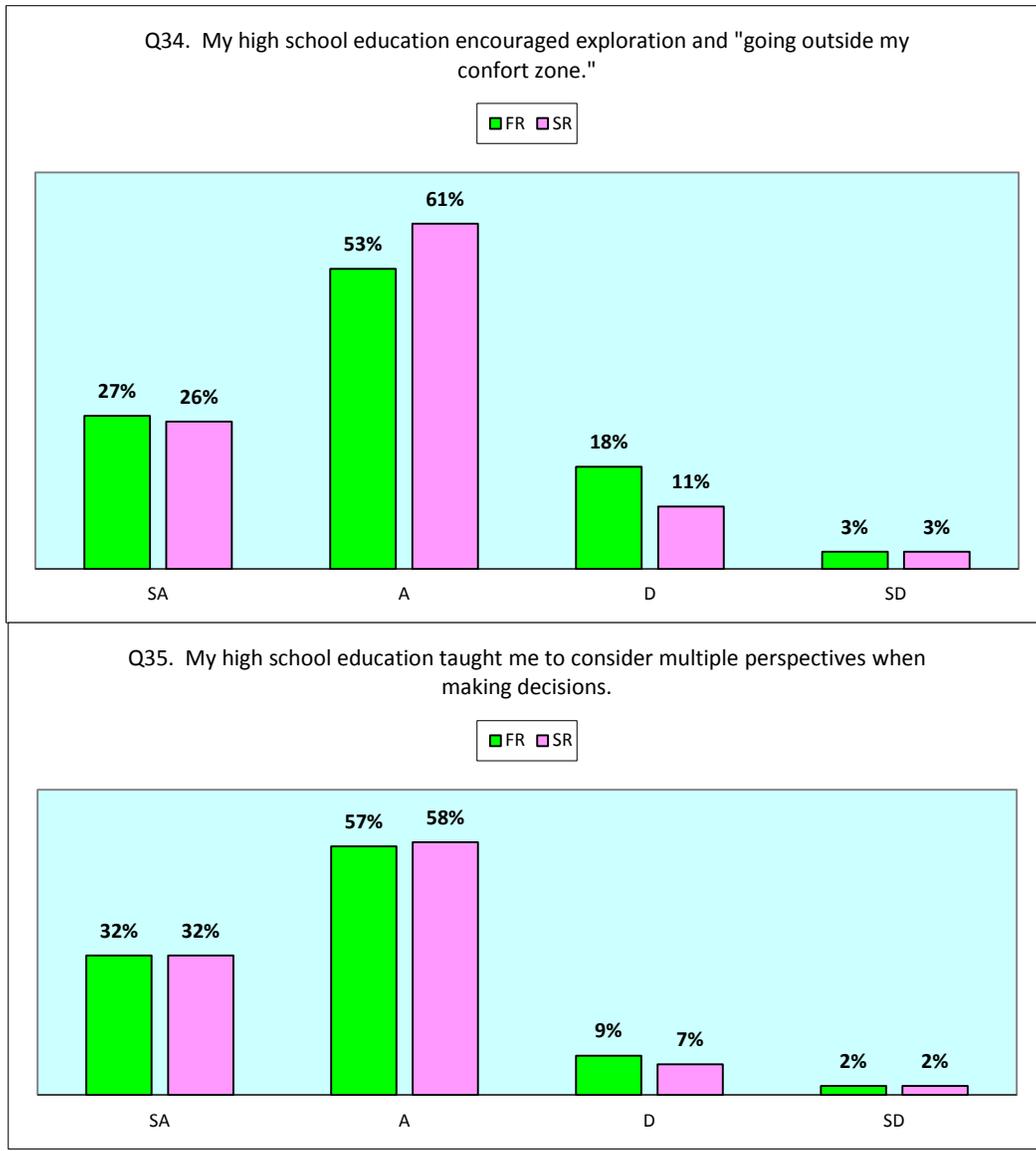


SA = strongly agree; A = agree; D = disagree; SD = strongly disagree



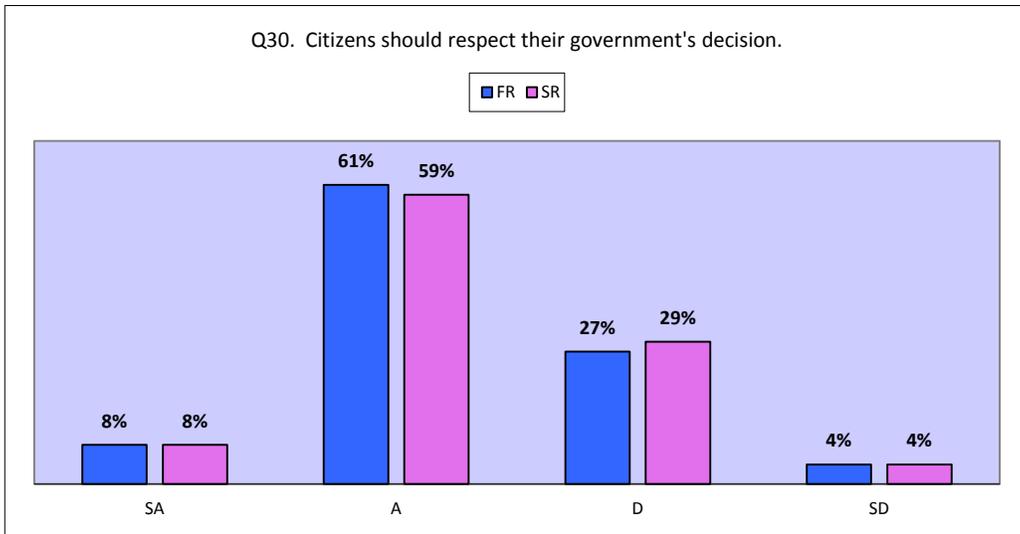
SA = strongly agree; A = agree; D = disagree; SD = strongly disagree



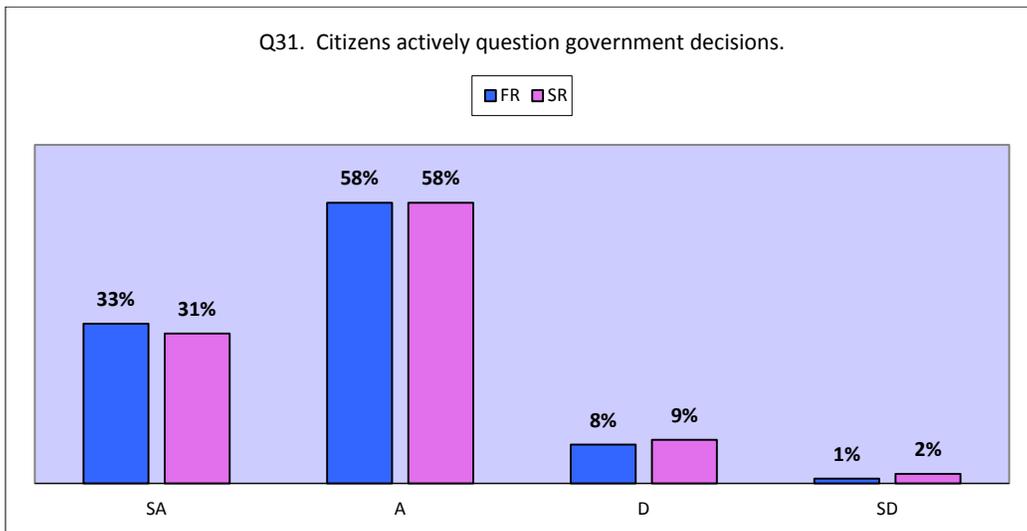


SA = strongly agree; A = agree; D = disagree; SD = strongly disagree

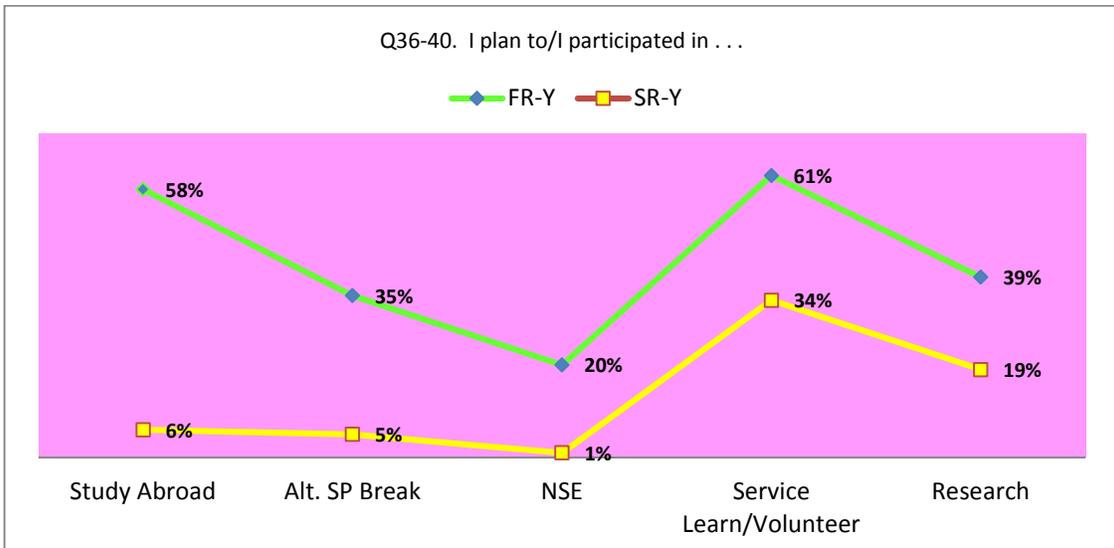
The Role of Citizens



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



College Expectations Compared to Actual College Experience



The following chart indicates the average holistic scores by college and major for speeches given in CMN 1310G and Senior Seminars for AY15.

Major	CMN Average Rating	Number of Submissions	+/- Previous AY	EIU 4### Average Rating	Number of Submissions	+/- Previous AY
All Submissions	3.15	989	NC	3.61	1896	-.01
College of Arts & Humanities	3.21	134	+.04	3.61	328	-.01
African American Studies	2.67	3	+2.67	3.67	3	+.67
Art	3.14	28	-.14	3.67	33	-.02
Communication Studies	3.12	33	+.16	3.55	170	-.01
English	3.64	15	+.24	3.71	38	+.07
Foreign Languages	3.00	1	NC	3.50	12	-.33
History	3.13	16	+.13	3.87	23	+.12
Journalism	3.20	16	-.10	3.56	25	-.07
Music	3.53	15	+.31	3.70	17	-.11
Philosophy			-3.00	4.00	1	+.25
Social Science	4.00	1	+.50			-3.67
Theater Arts	2.67	6	-.23	3.33	6	+.16
College of Education & Professional Studies	3.09	191	-.07	3.63	441	+.03
EC/ELE/MLE	3.14	57	-.09	3.60	114	+.01
Health Studies	3.17	12	+.17	3.57	53	-.10
Kinesiology & Sports Studies	2.97	93	-.09	3.64	172	-.04
Recreation Administration	3.75	4	+.75	3.75	25	+.29
Special Education	3.24	25	-.12	3.71	77	+.11
College of Sciences	3.22	318	+.04	3.63	422	-.02
Biological Sciences	3.21	95	-.07	3.69	64	NC
Chemistry	3.25	8	-.19	3.84	19	+.13
Clinical Laboratory Science	3.20	6	-.20			-3.67
Communication Disorders & Sciences	3.44	27	-.13	3.67	27	-.03
Economics	3.00	3	-.33	3.63	8	NC
Geology/Geography	3.20	10	-.47	3.55	21	-.02
Mathematics	3.40	5	+.40	3.67	21	-.10
Mathematics & Computer Sciences	2.83	6	+.17	4.00	3	+.50
Nursing				3.75	8	+.55
Physics	3.54	13	+.84	4.00	4	NC
Political Science	3.50	4	-.06	3.58	24	-.31
Pre-Health Professions	3.04	56	+.07			-3.59
Psychology	3.31	58	+.01	3.57	123	-.06
Science TC	3.40	5	+.40	3.80	10	NC
Sociology	3.04	22	-.12	3.60	89	+.02

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	4.00	1	+1.0	3.60	225	-.04
Lumpkin College of Business & Applied Sciences	3.07	165	-.06	3.57	474	-.04
School of Business	3.08	114	-.03	3.64	237	NC
Accounting	3.00	2	+0.23	3.78	54	+0.02
Business Administration				3.71	14	+0.21
Finance	3.00	3	-.50	3.66	30	+0.09
Management	3.00	3	-.67	3.65	48	+0.06
Management Information Systems	2.00	1	+1.00	3.62	21	-.10
Marketing	3.67	3	+3.67	3.48	53	-.25
Pre-Business	3.08	100	-.03	3.59	17	+0.12
School of Family & Consumer Sciences	3.13	25	+0.01	3.42	139	-.16
Apparel/Consumer Affairs/Hospitality Management/Merchandising	3.28	12	-.05	3.50	45	-.08
Dietetics	3.25	4	-.25	3.56	18	-.14
Family Services	2.89	9	+0.03	3.34	76	-.21
Business				3.00	1	+3.00
School of Technology	3.00	26	-.24	3.63	97	+0.08
Organizational & Professional Development	3.00	5	-.50	3.58	61	-.08
Career & Technical Education	3.00	1	NC	3.67	3	+0.03
Applied Engineering Technology	3.00	20	-.27	3.70	33	+0.32
Center for Academic Support & Assessment—Undeclared	3.14	151	+0.07		0	-4.00

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

Total Number of First-time Freshmen

Year²	Number of Students Participating in UF	Number of Students Not Participating in UF	Total First-time Freshmen	Percentage of Class in UF
2010	603	872	1,475	41%
2011	583	777	1,360	43%
2012	553	681	1,234	45%
2013	555	699	1,254	44%
2014	486	577	1,063	46%

In FA14 all EIU's special population admits were required to take UF: 154 students were in Gateway; 38 in ACE; 43 SIHL, so 235 students were required to take the course, and 251 students elected to enroll.

Gender Breakdown

Year	UF Males	Total First-Time Freshman Males	UF Females	Total First-time Freshman Females
2010	34%	38%	66%	62%
2011	33%	37%	67%	63%
2012	32%	36%	68%	64%
2013	34%	36%	66%	64%
2014	36%	39%	64%	61%

Ethnic Background Breakdown

Year	UF Minority	UF White	Total First-Time Freshman Minority	Total Freshman White
2010	40%	57%	26%	71%
2011	44%	52%	29%	68%
2012	52%	46%	34%	64%
2013	50%	50%	33%	67%
2014	51%	48%	35%	65%

¹ All data was provided by the Office of Planning and Institutional Studies.

² Freshman Seminar was a one credit hour course for the first 8 weeks of the semester from 1995-1999. In Fall 2000 a pilot of the 2-credit hour course was offered with 14 sections of the course team-taught.

Retention Rates

Years	University Foundations Students Returning Fall (not Gateway/SIHL) ³	Gateway Students Enrolled in UF Returning Fall	BOOST/SIHL Students Enrolled in UF Returning Fall	Non-University Foundations Students Returning Fall
Fall 2009-Fall 2010	84%	74%	79%-BOOST	79%
Fall 2010-Fall 2011	79%	70%	79%-BOOST	80%
Fall 2011-Fall 2012	80%	72%	87%-BOOST	81%
Fall 2012-Fall 2013	78%	63%	NA	85%
Fall 2013-Fall 2014	77%	66%	61%	81%
Average	81%	74%		79%

Note: the retention rate for SIHL students who did not take UF was 55%.

Cumulative GPA after First Three Semesters

Year	University Foundations Students ⁴	Gateway Students in UF	BOOST/SIHL Students in UF ⁵	Non-University Foundations Students
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
2013	2.83	2.53	2.32	2.92
Average	2.79	2.47	2.36	2.87

Percentage of Students on Probation after First Year

Year	University Foundations Students ⁹	Gateway Students	BOOST/SIHL Students	Non-University Foundations Students
2009	8%	9%	20%	6%
2010	7%	5%	16%	6%
2011	6%	4%	20%	4%
2012	4%	4%	NA	5%
2013	6%	5%	7%	5%

The SIHL students from 2013 who did not take UF had a 14% probation rate after their first year.

³ These percentages include BOOST students until the Fall 2009-Fall 2010 year when BOOST were broken out as we do the Gateway data. The BOOST program ended with the FA11 cohort.

⁴ Includes the BOOST students from 2005 through 2008. Includes SIHL for 2013.

⁵ SIHL began in 2012; these students were allowed to take UF starting FA13 and were required in FA14.

Percentage with a Declared Major after First Year

Year	University Foundations Students ⁶	Non-University Foundation Students	Gateway Students	BOOST/SIHL
2009	72%	73%	61%	54%
2010	68%	74%	64%	59%
2011	73%	74%	69%	83%
2012	73%	79%	61%	NA
2013	70%	78%	60%	50%

2013 students who did not enroll in UF were at 45% with a chosen major by the end of their first year.

First-Time Freshman ACT Scores

	Non-UF	UF ⁶	Non-UF	UF	Non-UF	UF	Non-UF	UF
	<18	<18	19-20	19-20	21-25	21-25	>26	>26
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%
2014	3%	41%	20%	22%	51%	32%	26%	5%

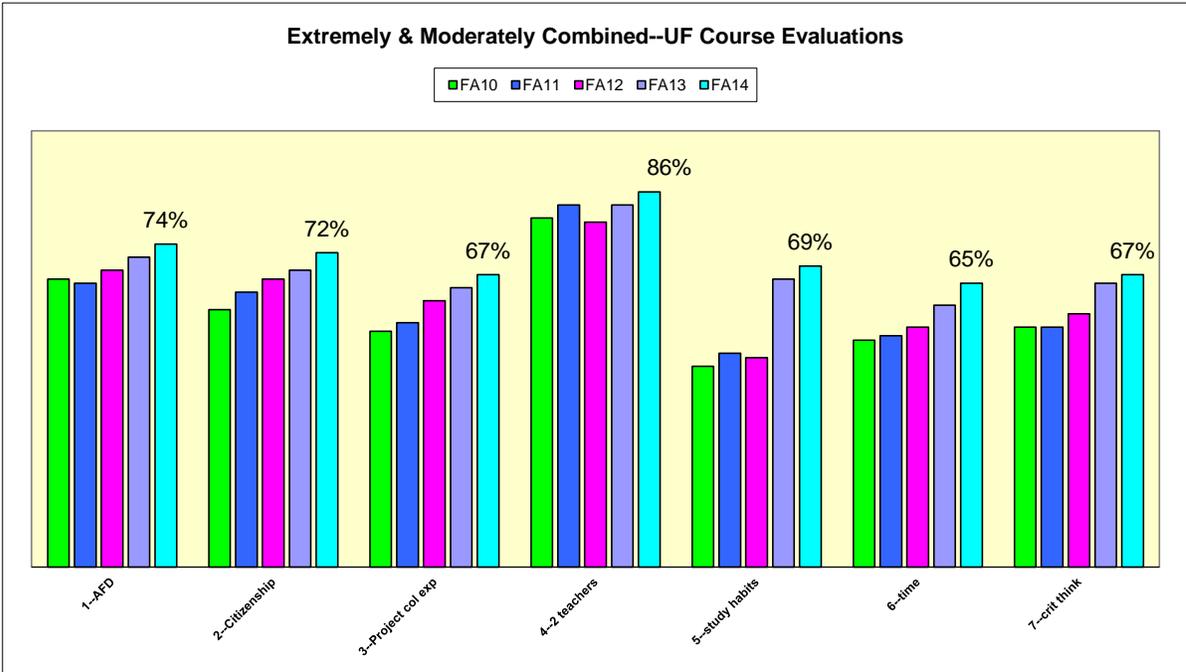
High School Rank

	Participants in UF		Non-Participants in UF		Gateway		BOOST	
2010	Top Half	51%	Top Half	59%	Top Half	57%	Top Half	32%
	Bottom Half	49%	Bottom Half	41%	Bottom Half	43%	Bottom Half	68%
2011	Top Half	53%	Top Half	57%	Top Half	48%	Top Half	48%
	Bottom Half	47%	Bottom Half	43%	Bottom Half	52%	Bottom Half	52%
2012	Top Half	50%	Top Half	62%	Top Half	40%	N/A	
	Bottom Half	50%	Bottom Half	38%	Bottom Half	60%		
2013	Top Half	46%	Top Half	54%	Top Half	41%	N/A	
	Bottom Half	54%	Bottom Half	46%	Bottom Half	59%		
2014	Top Half	48%	Top Half	56%	Top Half	52%	Top Half	2%
	Bottom Half	52%	Bottom Half	44%	Bottom Half	48%	Bottom Half	98%

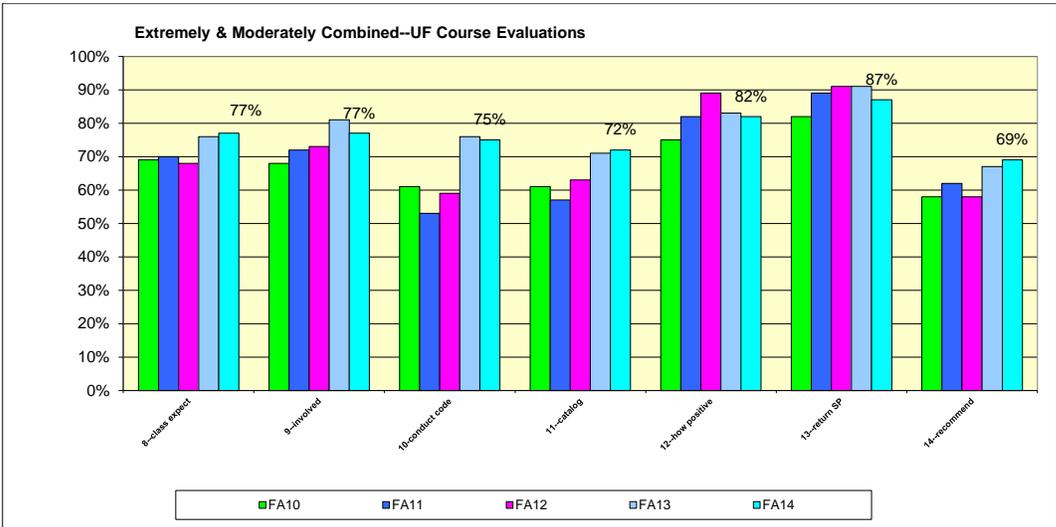
⁶ This percentage includes Gateway students until Fall 2002; BOOST students are included for all years that that program existed. Probation and Major Declared numbers include BOOST students in the overall UF numbers.

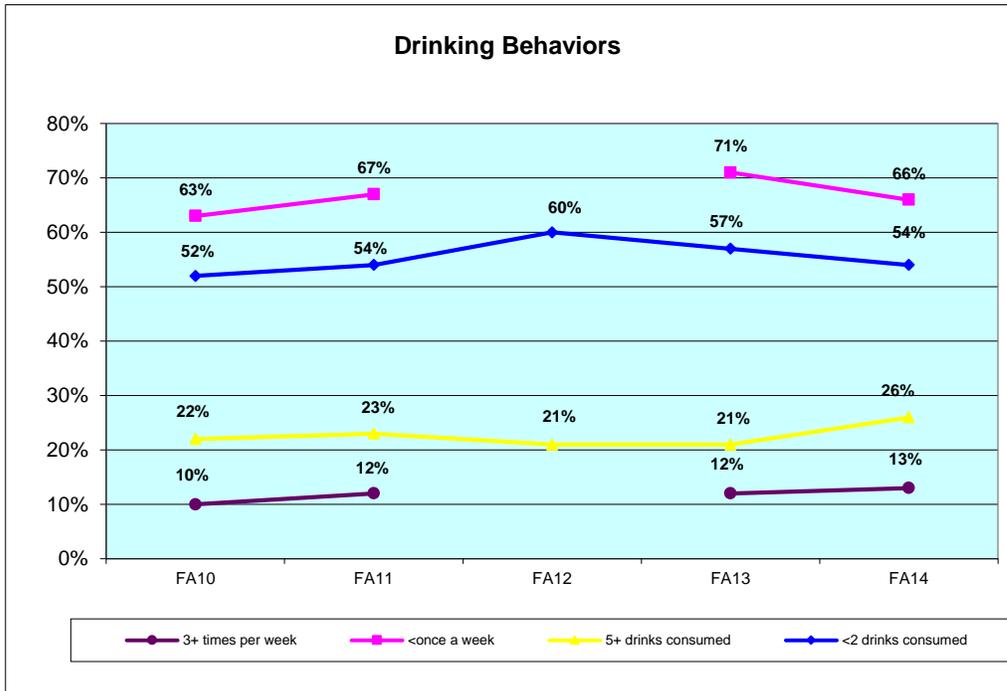
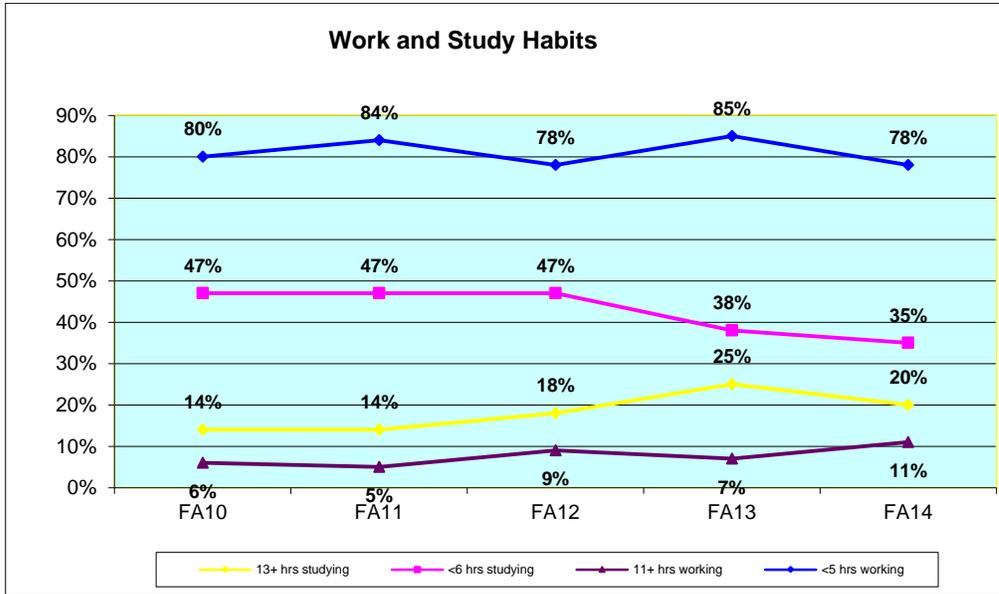
UF Course Evaluation Questions

- 1. How helpful as Academic Foundation Day in giving you information about majors/department/services at Eastern?
- 2. How well did the citizenship project introduce you to the surrounding community and/or volunteer opportunities?
- 3. How well did the final class project reflect your college experience up to this point?
- 4. How well did you like having two teachers for this course?
- 5. How much did the course change hour awareness of your study habits (test-taking, note-taking, etc.)?
- 6. How much did the course improve your time management skills?
- 7. How much did the course encourage you to use your critical thinking skills (analysis, evaluation, and problem-solving)?



- 8. How well did the course help you understand expectations for the college classroom?
- 9. How much has this course contributed to your knowledge of ways to become involved on campus?
- 10. How much has UF increased your understanding of the appropriate student standards and conduct?
- 11. How much has this course helped make you aware of University catalog content and University procedures (such as graduation requirements, course descriptions, academic calendar, etc.)?
- 12. To this point in your academic career, how positive has your college experience been?
- 13. How likely are you to return to Eastern for the Spring Semester?
- 14. How likely are you to recommend this course to others?





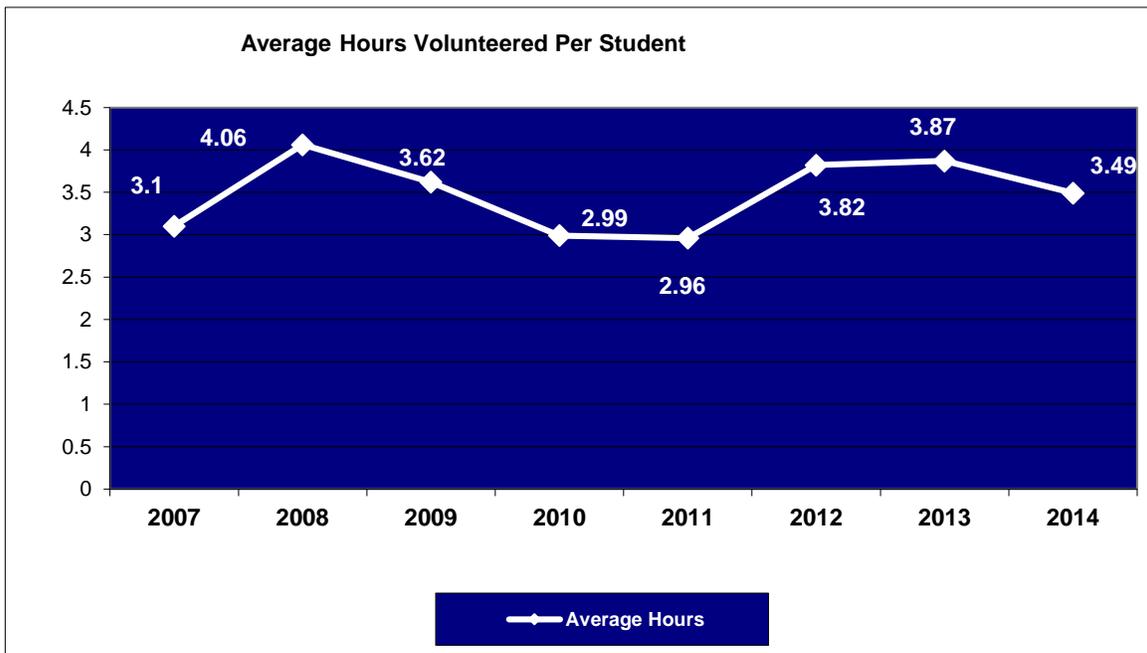
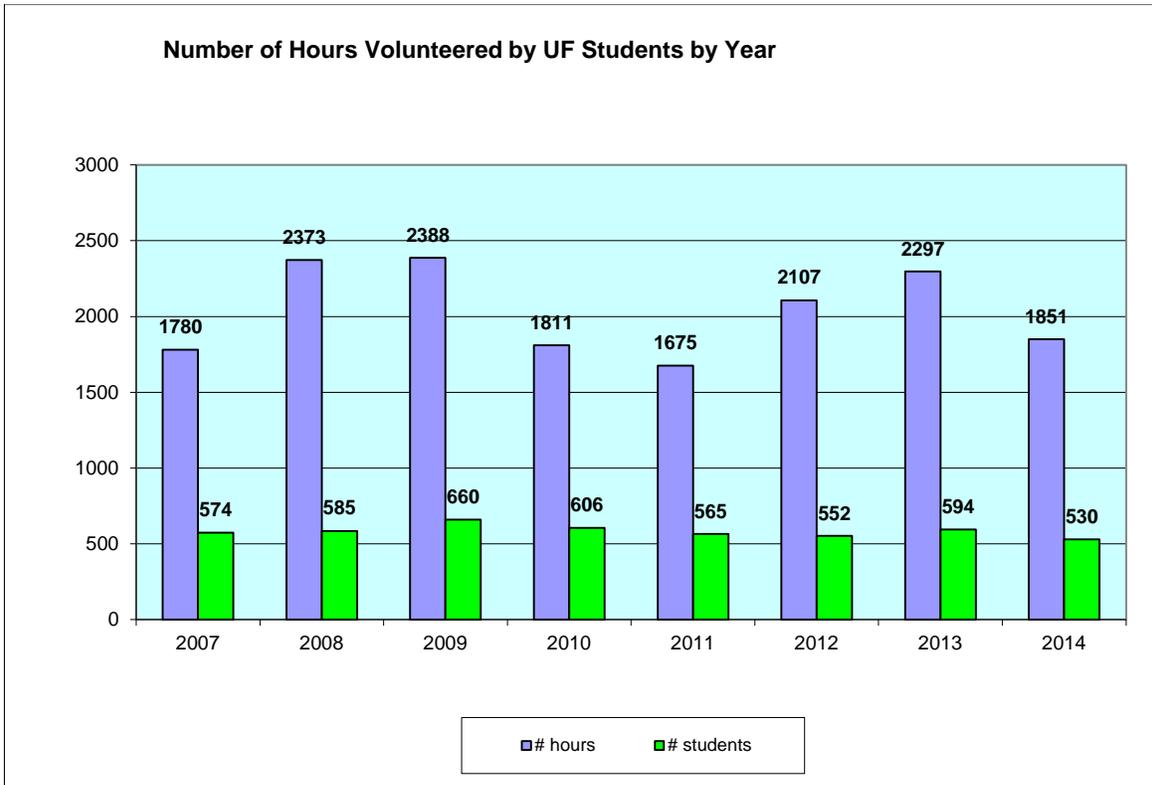
University Foundations Citizenship Activity Report Fall 2014

Number of Total Sections: 31
Number of Group Projects: 5
Number of Individual Projects: 14
Number of Both Group & Individual: 9
Number of Students: 530
Service learning projects: 27
Volunteerism: 4

Sample Projects:

- Worked at Girls on the Run
- Tutoring at Teen Reach and the Newman Center
- Played games with kids at Teen Reach
- Gave a Halloween party at Camp New Hope
- Worked at Habitat Restore
- Made blankets for One Stop Christmas
- Made cards for nursing home residents
- Visited residents in the nursing homes
- Cleaned up trash
- Walked animals at the animal shelter
- Sorted donations at PADS and Catholic Charities
- Worked the Red Cross blood donation drive
- Painted at Ashmore Community Center
- Donated time to Douglas Hart Nature Center
- Worked at EIU tailgating
- Made service to go boxes

Total hours volunteered for the semester: 1851 This number shows a decrease of 446 hours from 2013 (594 students) Average hours completed: 3.49 hours, which shows a decrease of .38 hours from the previous fall.

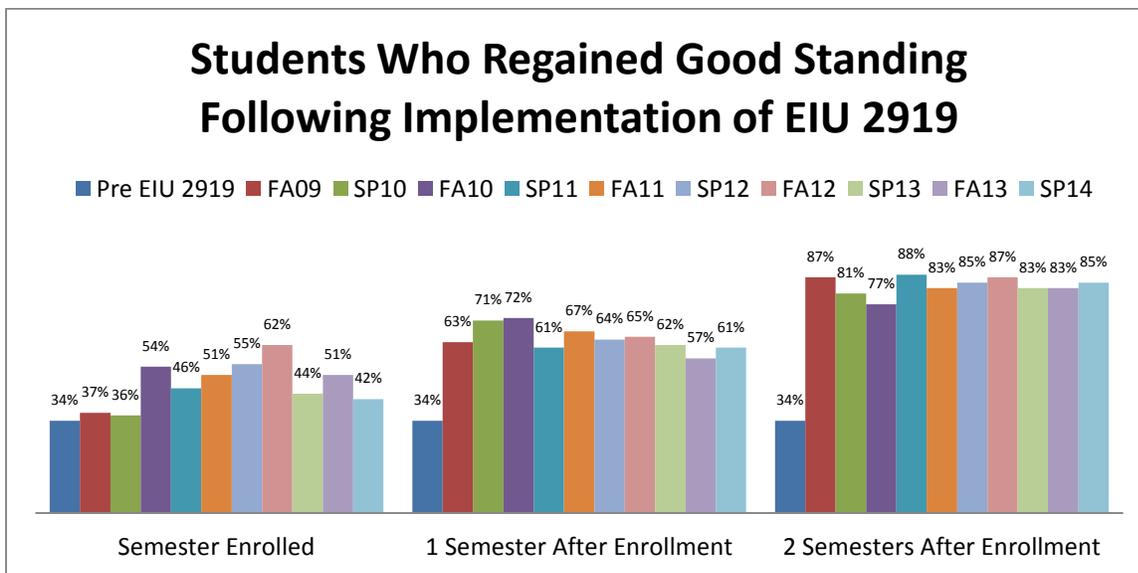


EIU 2019 AY15

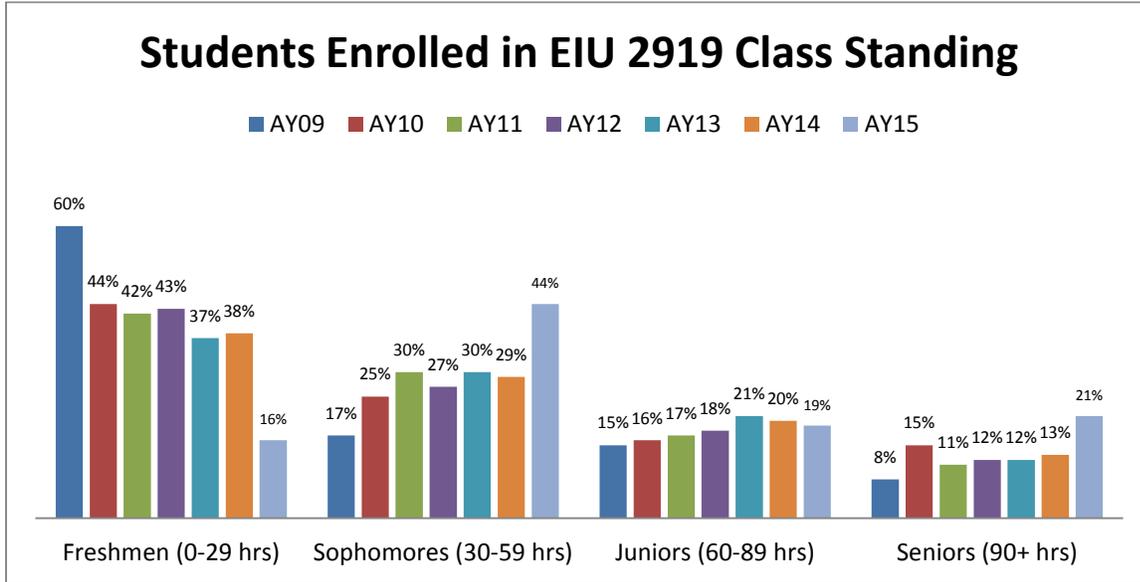
The heart of the Student Success Center's programming is a mandatory one credit hour intervention course, EIU 2019: Strategies for Academic Success, for students who reach Academic Warning status (cumulative GPA below 2.00). Typically between 400-450 students go on academic warning each year. (21) sections of the course were offered in AY 15 with 343 students enrolled (401 students enrolled in AY 14). 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.

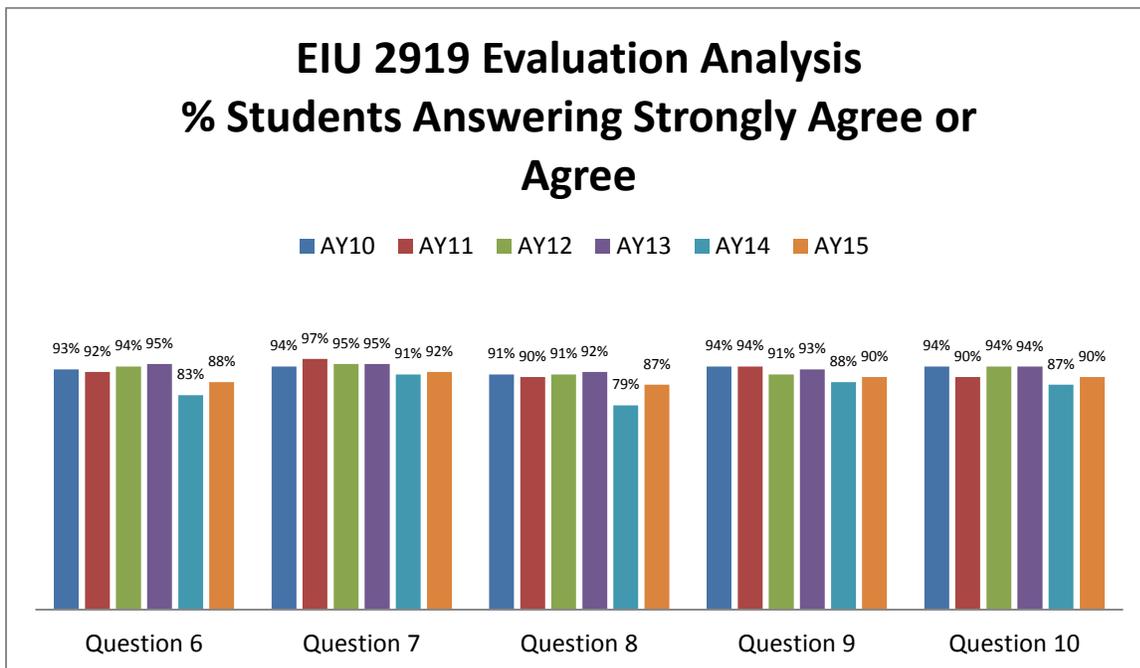
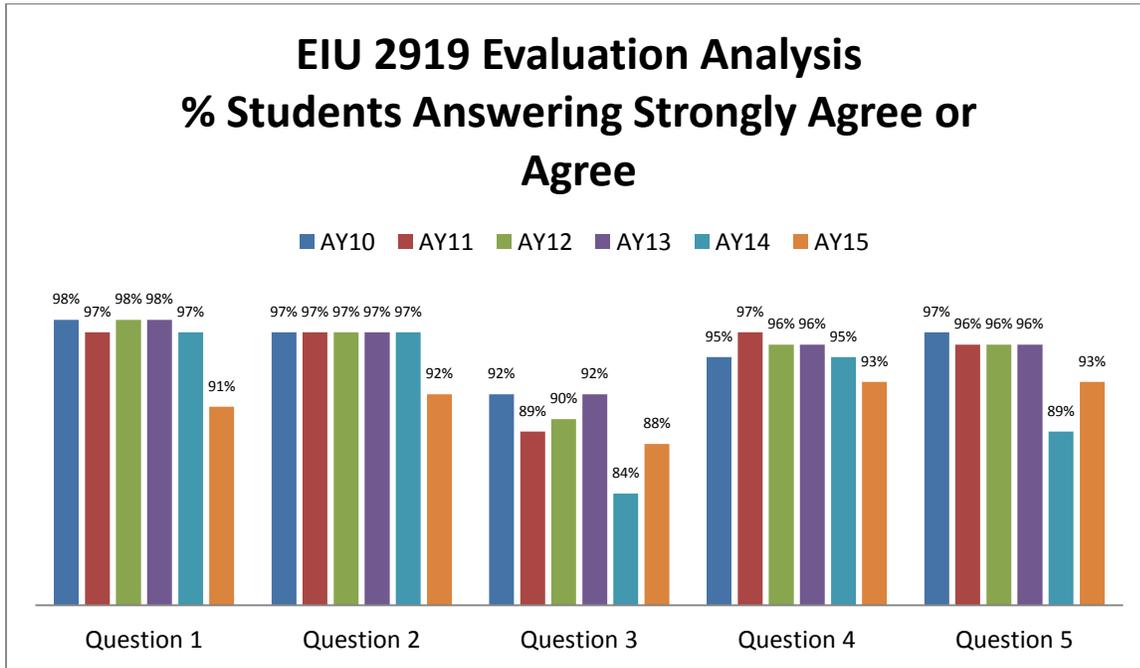
The following chart shows the improvement of students who regained good standing following the implementation of a mandatory course for students on Academic Warning for the first time. Prior to the required course, only 34% of students ever regained good standing after going on Academic Warning.



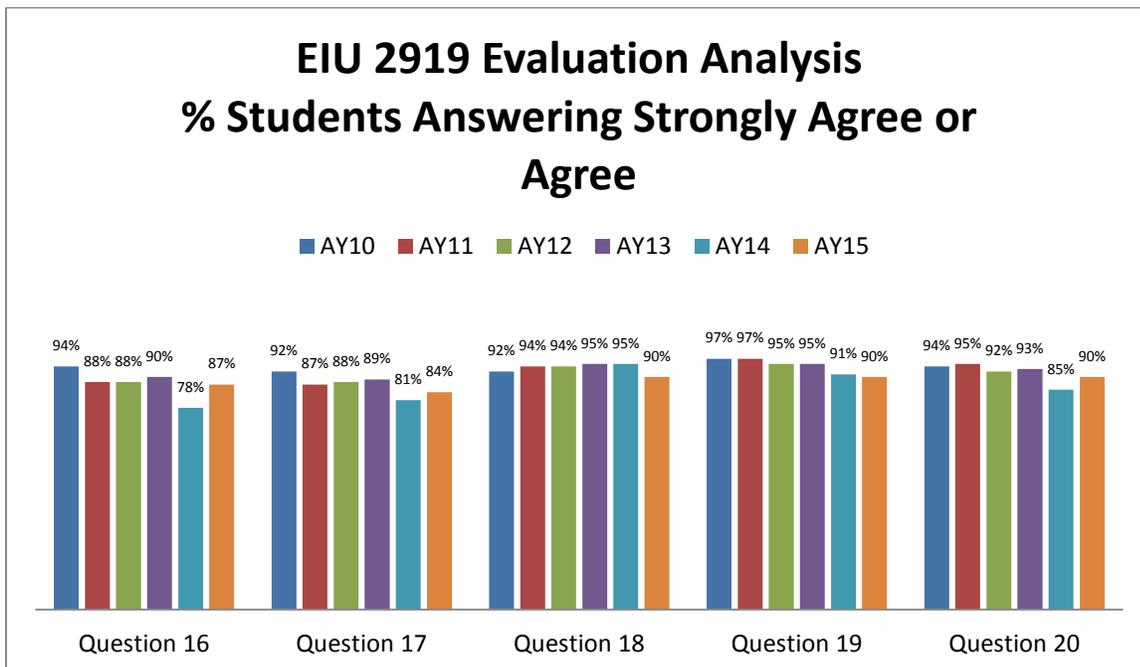
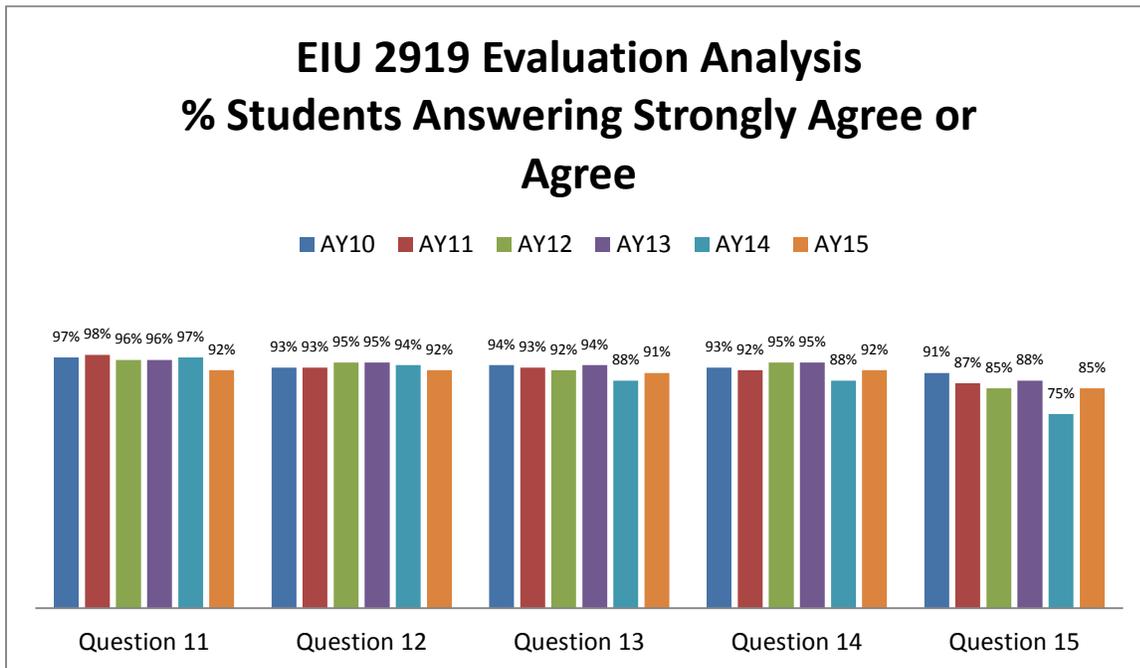
The following chart shows the class standing of students enrolled in EIU 2919.



EIU 2919 Evaluation Analysis AY10 – AY15



EIU 2019 Evaluation Analysis AY10 – AY15 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. 91%
2. My instructor effectively organizes material for teaching/learning. 92%
3. My instructor is readily accessible outside of class. 88%
4. My instructor presents knowledge or material effectively.93%
5. My instructor encourages and interests students in learning. 93%
6. This course caused me to reconsider many of my former attitudes. 88%
7. My instructor suggests specific ways I can improve.92%
8. This course shows sensitivity to individual interests/abilities. 87%
9. An instructor/student partnership in learning is encouraged. 90%
10. My instructor readily maintains rapport with this class. 90%
11. The objectives of this course were clearly explained to me.92%
12. Lecture information is high relevant to course objectives.92%
13. This course will be of practical benefit to me as a student. 91%
14. My instructor develops classroom discussions skillfully.92%
15. This course provides an opportunity to learn from other students. 85%
16. My final grade will accurately reflect my overall performance. 87%
17. The assigned readings significantly contribute to this course. 84%
18. Assignments are related to goals of this course. 90%
19. This size of class in appropriate to course objectives. 90%
20. These items let me appraise this course fully and fairly. 90%