CASL Executive Summary for the College of Arts & Humanities' Undergraduate Programs AY12

Dept.	Average Speaking Scores	Average EWP Scores[1]	Mean Watson-Glaser[2]	Undergrad Learning Goals Adopted	Dept. Plans' Learning Objectives[3]	Dept. Plans' Assessment Measures	Dept. Plans' Expectations	Dept. Plans' Results	Dept. Plans' Feedback Loop
Rating Scale	4 (high) to 1 (low)	4 (high) to 1 (low)	40 highest score	4 goals	Levels 1-3: 3 is most mature	Levels 1-3: 3 is most mature	Levels 1-3: 3 is most mature	Levels 1-3: 3 is most mature	Levels 1-3: 3 is most mature
AFR	FR: 0 SR: 0	3.50 N=3	N = 0	CT, G, W, S	Level 2	Level 2	Level 1-2	Level 1-2	Level 1-2
ART[5]	FR: 3.16; n=32 SR: 3.32; n=50	3.28 N=165	23.51 N = 41	CT	Level 3	Level 3	Level 3	Level 3	Level 3
CMN	FR: 3.18; n=40 SR: 3.56; n=165	3.28 N=459	23.94 N = 125	CT, G, W, S	Level 3	Level 3	Level 3	Level 2-3	Level 3
ENG[5]	FR: 3.26; n=27 SR: 3.71; n=59	3.50 N=137	30.32 N = 51	BA—CT, W, G TC—all	BA-Level 3 TC—Level 3	BA-Level 3 TC—Level 3	BA-Level 3 TC—Level 3	BA-Level 3 TC—Level 3	BA-Level 3 TC—Level 3
FLX	FR: 3.0; n=6 SR: 3.50; n=10	3.31 N=41	23.56 N = 9	G TC—G, W, S	Level 2-3	Level 2	Level 2 TC—Level 2-3	Level 2	Level 2 TC—Level 3
HIS	FR: 3.32; n=22 SR:3.58; n=64	3.34 N=183	27.81 N = 47	CT, G, W	Level 3	BA—Level 2-3 TC—Level 3	BA—Level 2 TC—Level 3	BA—Level 3 TC—Level 2-3	BA—Level 3 TC—Level 2-3
JOU	FR:3.19; n=21 SR: 3.63; n=27	3.33 N=101	26.08 N = 24	CT, G, W	Level 3	Level 3	Level 2	Level 2	Level 3
MUS	FR: 3.05; n=20 SR: 3.64; n=22	3.41 N=84	24.73 N =22	BA—G TC—G, W, S	Level 2 TC—Level 3	Level 3	Level 3	Level 2	Level 2
PHI	FR: 3.0; n=1 SR: 3.43; n=7	3.18 n=19	28.14 N = 7	CT, W	Level 3	Level 2	Level 2	Level 2-3	Level 3
SST	FR: 3.5; n=4 SR: 3.5; n=10	3.59 N=11	29.00 N = 2	W, S	Level 2	Level 2	Level 2	Level 2-3	Level 2
THA	FR: 2.83; n=6 SR: 3.67; n=6	3.22 N=24	24.80 N = 5	W, S, CT, G	Level 3	Level 2	Level 2	Level 2	Level 2
College Ave.[4]	FR: 3.19; n=179 SR: 3.56; n=420	3.33 N=1216	25.74 N = 333	76% CT 71% Global 76% Writing 43% Speaking	29% Level 2 71% Level 3	48% Level 2 52% Level 3	10% Level 1 52% Level 2 38% Level 3	10% Level 1 52% Level 2 38% Level 3	10% Level 1 43% Level 2 48% Level 3
EIU Ave.	FR: 3.11; n=1232 SR: 3.54; n=2192	3.36 N=7068	24.91 N = 1815	80% CT 66% Global 83% Writing 68% Speaking	28% Level 2 72% Level 3	7% Level 1 48% Level 2 45% Level 3	6% Level 1 55% Level 2 39% Level 3	3% Level 1 62% Level 2 35% Level 3	4% Level 1 40% Level 2 56% Level 3

[1] Average taken from submissions made Summer 2011, Fall 2011, and Spring 2012; Summer 2012 data will be included with the AY13 report.

[2] Mean covers Summer 2011, Fall 2011, and Spring 2012 Watson-Glaser Critical Thinking Appraisal administrations in senior seminars.

[3] Levels refer to all assessment plans in the department unless otherwise designated; levels refer to the primary trait analysis for departmental assessment.
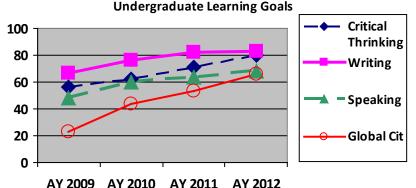
[4] College averages include all plans submitted before July 14, 2012, including minors; only major plans are listed above.

[5] Last year 12 programs were deemed to be in mature stages of assessment and were not required to submit plans until 2013; data from their 2011 reports is included here. From A&H these include B.A., & B.A., TC English; B.A., B.F.A., and minor Art. 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.
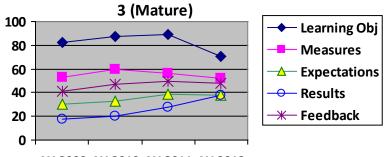
2009-2012 College of Arts & Humanities' Trends

Complete reports available for review at http://www.eiu.edu/~assess/assessdata.php

Percent of EIU Undergraduate Programs Adopting Undergraduate Learning Goals

- Critical Thinking
- Writing
- Speaking
- Global Cit

Percentage of A & H Programs Adopting Undergraduate Learning Goals

Percentage of Aspects of A& H Program Assessment Plans Rated as 3 (Mature)
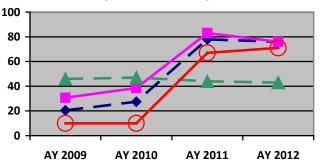

- Learning Obj
- Measures
- Expectations
- Results
- Feedback

There was not a substantial change overall in College levels for maturity/robustness of assessment plans

- ALL departments turned in an assessment report for the first time, which is good
- There was a substantial increase in maturity of results, meaning more programs are likely discussing and using results to influence program change.
- Some departments completed major revisions in their assessment plans or were at beginning stages of implementing plans (e.g. AFR) which resulted in some lower maturity levels (1-2) influencing college average
- Note: levels may vary from year to year as programs revise their curricula and/or assessment plans and it takes time for revised assessment plans to become fully implemented

Number of Undergraduate Learning Goals Adopted by A & H Programs				
	AY 2009	AY 2010	AY 2011	AY 2012
AFR	no	no	no	4
ART	3	3	1	1
CMN	2	4	4	4
ENG-BA	2	3	3	3
ENG-TC	0	4	4	4
FLX	0	no	4	1 (TC=3)
HIS	3	3	3	3
JOU	3	3	3	3
MUS-BA	0	1	1	1
MUS-TC	2	3	3	3
PHI	2	2	2	2
SocSci-TC	2	no	1	2
THA	2	2	2	4

- 2005 NCA visitors stated that the departmental assessment plans appear uneven in their collection and use of relevant data to support student learning. They also suggested that the university's undergraduate learning goals be assessed by individual units in annual assessment reports. Self-study for 2015 NCA visit will begin in 2012.
  - EIU Undergrad Goals Assessed 2005- Critical Thinking 61% , Writing 56%, Speaking 47%, Global Cit 33%

- 9 undergrad programs in A&H are assessing 3-4 undergrad learning goals, however 5 programs are assessing 2 or fewer learning goals Would like ALL programs to assess 3-4 goals.
- A&H programs are assessing critical thinking, writing and global citizenship at levels similar to other university programs, however speaking is being assessed less (university = 68%, A&H = 43%) and has not been increasing over time
- As shown on the front, college average similar to university average on measures of speaking, writing, and critical thinking