

CASL Executive Summary for the College of Arts & Humanities' Undergraduate Programs AY13

Dept.	Average Speaking Scores	Average EWP Scores¹	Mean Watson-Glaser²	Undergrad Learning Goals Adopted	Dept. Plans' Learning Objectives³	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: 3.0; n=1	3.13 N=8	22.0 N = 1	CT, G, W, S	Level 2	Level 2	Level 1-2	Level 1-2	Level 1-2
ART ⁵	FR: 3.28; n=25 SR: 3.52; n=48	3.19 N=154	25.08 N = 40	CT, W, S	Level 3	Level 3	Level 3	Level 3	Level 3
CMN	FR: 2.96; n=45 SR: 3.56; n=156	3.38 N=447	23.30 N = 145	CT, G, W, S	Level 3	Level 3	Level 3	Level 2-3	Level 3
ENG ⁵	FR: 3.38; n=24 SR: 3.84; n=49	3.49 N=130	27.98 N = 49	BA—CT, W, G TC—all	BA-Level 3 TC—Level 3	BA-Level 3 TC—Level 3	BA-Level 2-3 TC—Level 3	BA-Level 3 TC—Level 3	BA-Level 3 TC—Level 3
FLX	FR: 3.0; n=4 SR: 3.90 n=10	3.37 N=27	24.29 N = 7	G, W, S TC—G, W, S	Level 3 TC-Level 3	Level 2-3 TC-Level 2-3	Level 2 TC—Level 2	Level 2 TC-Level 2	Level 2 TC—Level 2
HIS	FR: 3.0; n=17 SR:3.78; n=51	3.36 N=125	26.73 N = 45	CT, G, W	Level 3	BA—Level 2-3	BA—Level 3	BA—Level 2- 3	BA—Level 2-3
JOU	FR:3.30; n=20 SR: 3.58; n=33	3.36 N=87	24.91 N = 33	CT, G, W	Level 3	Level 3	Level 3	Level 3	Level 3
MUS	FR: 3.32; n=19 SR: 3.73; n=26	3.61 N=80	25.39 N =23	P—G TC—G, W, S	Level 2 TC—Level 3	Level 3 TC-Level 3	Level 3 TC-Level 3	Level 2-3 TC-Level 2-3	Level 2-3 TC-Level 2
PHI	FR: 3.0; n=3 SR: 3.83; n=6	3.54 n=13	32.17 N = 6	CT, W	Level 3	Level 2-3	Level 2	Level 2-3	Level 2-3
SST	FR: 3.5; n=2 SR: 3.75; n=4	3.67 N=9	27.50 N = 2	W, S, CT, G	Level 3	Level 2-3	Level 3	Level 3	Level 2-3
THA	FR: 3.0; n=4 SR: 3.2; n=10	3.30 N=25	21.89 N = 9	W, S, CT, G	Level 3	Level 2	Level 2	Level 2	Level 2
College Ave.⁴	FR: 3.17; n=163 SR: 3.63; n=394	3.38 N=1105	25.00 N = 360	82% CT 77% Global 95% Writing 73% Speaking	14% Level 2 86% Level 3	55% Level 2 45% Level 3	14% Level 1 36% Level 2 50% Level 3	9% Level 1 50% Level 2 41% Level 3	59% Level 2 41% Level 3
EIU Ave.	FR: 3.15; n=1159 SR: 3.61; n=2215	3.38 N=6030	25.00 N = 1913	89% CT 72% Global 93% Writing 82% Speaking	21% Level 2 79% Level 3	7% Level 1 51% Level 2 42% Level 3	8% Level 1 47% Level 2 44% Level 3	6% Level 1 63% Level 2 32% Level 3	3% Level 1 47% Level 2 50% Level 3

¹ Average taken from submissions made Summer 2012, Fall 2012, and Spring 2013; Summer 2013 data will be included with the AY14 report.

² Mean covers Summer 2012, Fall 2012, and Spring 2013 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.

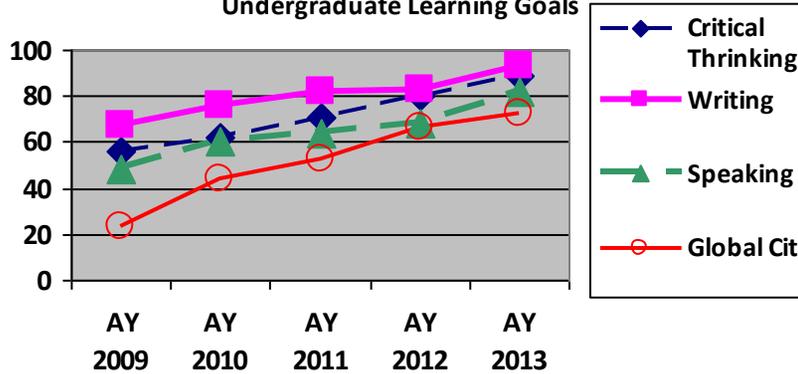
⁴ College averages include all plans submitted before July 9, 2013, including minors; only major plans are listed above.

⁵ Programs deemed to be in mature stages of assessment submit plans on a two-year cycle; data from their 2012 reports is included here.

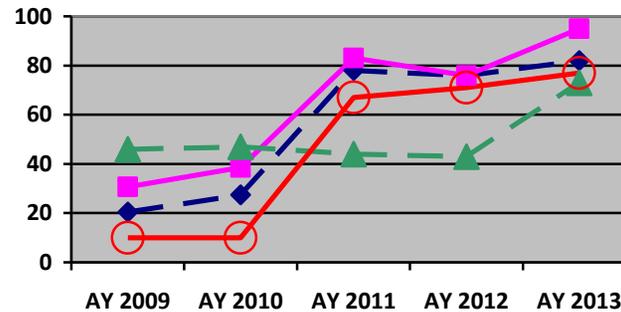
2009-2013 College of Arts & Humanities' Trends

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

Percent of EIU Undergraduate Programs Adopting Undergraduate Learning Goals



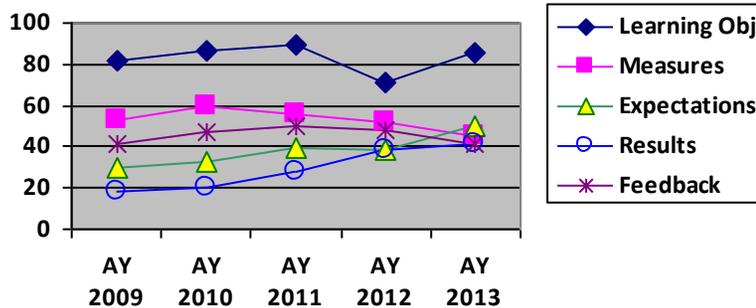
Percentage of A & H Programs Adopting Undergraduate Learning Goals



- 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 is currently underway.

- EIU Undergrad Goals Assessed 2005- Critical Thinking 61% , Writing 56%, Speaking 47%, Global Cit 33%

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



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 second year in a row, which is good.
- 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	AY 2013
AFR	no	no	no	4	4
ART	3	3	1	1	3
CMN	2	4	4	4	4
ENG-BA	2	3	3	3	3
ENG-TC	0	4	4	4	4
FLX	0	no	4	1 TC=3	3 TC=3
HIS	3	3	3	3	3
JOU	3	3	3	3	3
MUS-P	0	1	1	1	1
MUS-TC	2	3	3	3	3
PHI	2	2	2	2	2
SocSci-TC	2	no	1	2	4
THA	2	2	2	4	4

- 12/14 undergrad programs in A&H are assessing 3-4 undergrad learning goals.
- A&H programs are assessing critical thinking, writing and global citizenship at levels similar to other university programs
- VERY good gains in the percentage of programs assessing the Writing goal (almost a 20% increase) and the percentage of programs assessing the Speaking goal (30% increase).