

# **EIU Undergraduate Assessment Process**

**Effective January 2020**



**EASTERN ILLINOIS UNIVERSITY**

# Goals of the new processes:

1. Enhance faculty engagement in assessment
2. Promote meaningful dept-level curricular discussions
3. Integrate dean-level review
4. Acknowledge on-going accreditation efforts and IBHE reviews



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# Major changes:

- Distinct reports and procedures for Non-Accredited programs versus Accredited programs
- NEW reporting cycle with report due:
  - October 15, 2020 (if assigned into “Year 2” designation)
  - October 15, 2021 (if assigned into “Year 1” designation)
- Revised submission timeline:
  - October 15: Assessment reports due to Dean in Years 2 & 4
  - November 15: Dean’s feedback
  - December 15: VPAA designee feedback in Year 4

# Key Elements of Assessment:

1. Develop an assessment plan for undergraduate degree programs and gen ed
2. Annual data collection
3. Regular faculty engagement in the analysis of data of student outcomes
4. Biennial Review:
  - Reports due in Years 2 and 4 with Administrative Review and Feedback
  - Year 4 more extensive report, review, and feedback



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# Non-Accredited Programs

## In years 2 and 4

- Submit Year 2 (or Year 4) Assessment Table Template
- Optional 1 page cover memo with highlights of academic excellence and program quality
- In Year 4, submit Summary of Assessment Data by Student Learning Outcomes (SLO) as an appendix
- Review and Feedback by Dean/designee and feedback to Dept
- Archived by the Assessment Coordinator
- In Year 4, additional review by VPAA designee

# Years 2 and 4 Table Template

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. SLO #1
2. SLO #2 etc

**ULG:** Critical Thinking, **W**riting & Critical Reading, **S**peaking and Listening, **Q**uantitative Reasoning, **R**esponsible Citizenship, **N**ot **A**pplicable

## Overview of Measures/Instruments

SLO(s)	ULG	Measures/Instruments	How is the information used?
Note: Measures might be used for more than 1 SLO	C, W, S, Q, R, NA	Include a clear description of instrument including where and when it is administered	Include target score(s), results, and report if target(s) were met/not met/partially met for each instrument

# Years 2 and 4 Table Template

## Improvements and Changes Based on Assessment

1. Short (1-2 para or bullets) of curricular actions over past two years as a result of reflecting on student learning outcomes data. Future changes, revisions, or interventions proposed or still pending?
2. Brief description or bulleted list of observed/measured improvements/declines in student learning.
3. Document annual faculty and committee engagement with assessment process in table below.

Date of annual review	Individuals/Groups who reviewed plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc.)

# Accredited Programs

## In years 2 and 4

- Submit:
  - Optional 1 page cover memo with highlights of academic excellence and program quality
  - Evidence of Ongoing Accreditation
  - Annual (or periodic) Accreditation Report
- Review and Feedback by Dean/designee and feedback to Dept
- Archived by the Assessment Coordinator

## In addition to above items, in year 4

- Submit Year 4 Assessment Table Template
- Submit Summary of Assessment Data by Student Learning Outcomes (SLO)
- In Year 4, additional review by VPAA designee

# Year 2 Accredited Programs

- Submit:
  - Evidence of Ongoing Accreditation
  - Annual (or periodic) Accreditation Report
- Optional 1 page cover memo with highlights of academic excellence and program quality



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# Year 4 Accredited Programs

- Year 4 Table Template
- Optional 1 page cover memo with highlights of academic excellence and program quality
- Submit as appendices:
  - Summary of the Assessment Data by Student Learning Outcome (SLO) for the past 4 years
  - Evidence of Ongoing Accreditation
  - Annual (or periodic) Accreditation Report



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# Year 4 Table Template

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. SLO #1
2. SLO #2 etc

**ULG:** Critical Thinking, Writing & Critical Reading, Speaking and Listening, Quantitative Reasoning, Responsible Citizenship, Not Applicable

## Overview of Measures/Instruments

SLO(s)	ULG	Measures/Instruments	How is the information used?
Note: Measures might be used for more than 1 SLO	C, W, S, Q, R, NA	Include a clear description of instrument including where and when it is administered	Include target score(s), results, and report if target(s) were met/not met/partially met for each instrument

# Year 4 Table Template

## Improvements and Changes Based on Assessment

1. Short (1-2 para or bullets) of curricular actions over past two years as a result of reflecting on student learning outcomes data. Future changes, revisions, or interventions proposed or still pending?
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Date of annual review	Individuals/Groups who reviewed plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc.)