



ASSESSMENT UPDATE

Volume 6, Issue 1

September 2006

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Assessment website:
www.eiu.edu/~assess

AY07 CASL PLANS

BY CHAIR, REBECCA THRONEBURG

CASL, under the leadership of Dr. Melanie Burns, made revisions to the University's Plan for the Assessment of Student Learning during the spring of 2006 to incorporate recommendations from the North Central Association's site visit to better align the plan with the plans submitted by departments, and to include the assessment of graduate degree programs. The plan is available on the assessment website.



that have been collected to develop a plan of action as it relates to each of the four general university-wide student learning goals. CASL also discussed portions of the NCA Self Study Report and the Final Report of the external NCA Evaluation Team that pertained to the assessment of student learning, as well as recent

comments received from various councils and faculty.

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Important Dates

Speaking Across the Curriculum Workshop, "Using the University Rubric to Assess Group Presentations and Debates," **Tuesday, September 2006**, from 9:30-11:30 a.m. in the Effingham Room of the Martin Luther King, Jr. University Union.

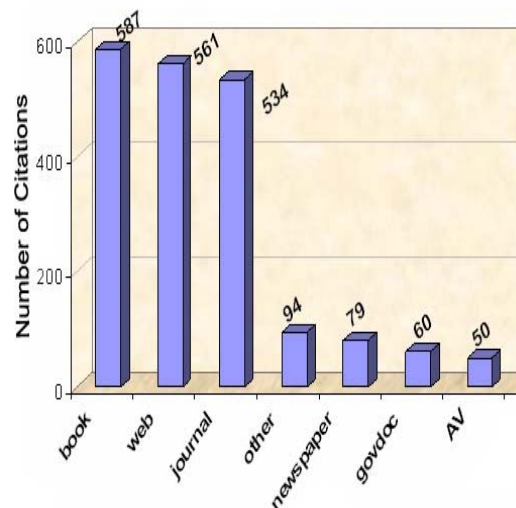
Nominations for the Provost's Assessment Award are due to Dr. Karla Sanders in CASA by **October 6, 2006**. Forms are available on-line. Each dean may nominate up to three programs.

EWP CITATIONS ANALYZED

BY STACEY KNIGHT-DAVIS

In the Spring of 2006, Booth Library faculty members Stacey Knight-Davis and Jan Sung analyzed a random sample of 10% of the completed Electronic Writing Portfolios to determine what resources students cite in their papers. For each paper, any citations included were classified as a book, website, journal, newspaper, government document, audio/visual, or other. The sample included 957 papers. Of these, 293 (31%) had no in-text citations or works cited, 244 (25%) had in-text citations but no works cited list, and 420 (44%) included a works cited list.

The graph to the right shows the number of times students used different types of resources.



CASL CONT.

While many areas of growth and improvement in assessment were cited by the Self Study and by the external NCA evaluation team, both mentioned that further attention to departmental assessment is necessary. The NCA report commented that departmental assessment plans were uneven in their collection and use of relevant data to improve student learning. Each recent departmental assessment report as well as feedback about the report is available on EIU's assessment website under Departmental Summaries. Faculty can also see how their department's assessment levels compare to other departments within the colleges and university by looking on the assessment website under General Information and Reports, and

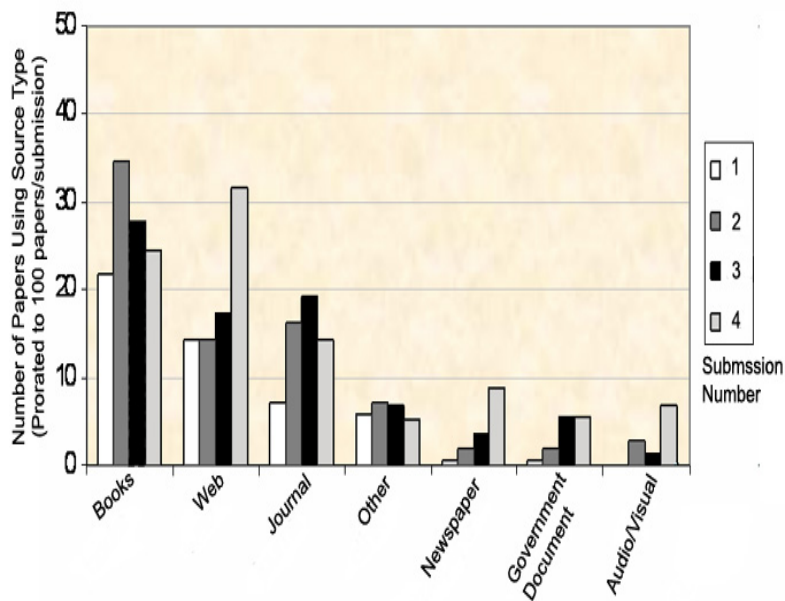
then Undergraduate or Graduate Progress by College.

CASL will address numerous goals during the 2006-2007 academic year, but two particular areas will be of primary focus. First, we will re-examine the EWP process and course submission requirements. As the first reading of completed Electronic Writing Portfolios was conducted in the fall of 2005, the results of the reading were shared with CASL members in early spring. Much discussion of the process and quality ensued during our spring CASL meetings. Further examination of the EWP process will continue and we will ask for feedback from the University community, including a survey of faculty. Our second priority will be increasing CASL's

role as a resource and facilitator of improved departmental assessment. The director of CASA, chair of CASL and the college representatives to CASL would like to meet with department chairs and assessment coordinators to share information and help develop options for how departments can collect and use assessment information. CASL's progress with these priorities may be followed by reading updates in the assessment newsletter and minutes from meetings, which are posted on the web. CASL encourages faculty to communicate with the chair of CASL and their CASL representatives concerning assessment issues. A list of representatives is given on the first page of this newsletter and is available on the website.

CITATIONS CONT.

Since the number of papers per portfolio varies, the number of papers was prorated to 100 papers per EWP submission number. In the graph below, Submission 1 is the freshman paper and 4 is from Senior Seminar.



In the graph to the right, the increased use of websites and decrease in journal use for the final submission is apparent. A strong preference for online sources was evident, with 57% of all sources cited available online. This trend was even more apparent for journals where 74% of the material cited was available online. One positive trend noticed was that the students are more likely to include a works cited list in the last submission than in the first. For more information on this project, contact Stacey Knight-Davis at slknight@eiu.edu.

