

*NCA Self Study*  
*Criterion 4 Documents*

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Eastern Illinois University

Year 2014

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CAA Learning Goals Study Initiation  
November 2011

CAA

## CAA University Learning Goals Committee

Revised Proposal November 7, 2011

Developed by Rebecca Throneburg, Debra Reid, and Aseret Gonzalez with suggestions for timeline by Stephen Lucas

### **Purpose:**

Review of integration, instructional practices, and effectiveness of EIU's 4 undergraduate university learning goals (LGs).

### **Membership:**

CAA will act as committee of the whole which will include creation of 4 special subcommittees (one for each learning goal-LG) and 1 special executive subcommittee to coordinate efforts and materials among subcommittees and provide assistance to any of the subcommittees as needed.

Membership will include: a) all CAA members; b) one faculty representative from each college curriculum committee; c) one additional student academic committee member representative; and d) four other faculty members, one with expertise representing each learning goal.

Each LG subcommittee will be composed of one faculty expert, one student representative, one college curriculum committee representative, and two CAA faculty members. The executive committee will be comprised of two CAA faculty members (who are not members of any individual LG subcommittee, but will serve as a resource for all committees and serve an integrative function across subcommittees) and one representative from each LG subcommittee. Subcommittees may consult with/solicit assistance from additional faculty, staff, or students as needed to complete tasks in the action plan.

### **Meetings:**

The majority of the biweekly CAA agenda will be devoted to work on this task in the remaining AY 2011-2012. Additional meetings and assignments can be developed as needed for the various subcommittees.

### **Action Plan:**

- 1) GATHER AND STUDY EXISTING INFORMATION
  - a. Review Available Data at EIU (e.g. complete CASL reports for each LG; select departmental assessment reports regarding student skills in LG areas; Writing Subcommittee review WI data, WAC survey, and WAC past proposal; Speaking review old speaking data; Global review old syllabi study and faculty survey, etc)
  - b. Peer (approximately 4-5) and Model (approximately 1-2) Institution Review (Each LG subcommittee)
    - i. Critical thinking definitions, requirements, and instruction
    - ii. WI definitions and other writing requirements and instruction
    - iii. Speaking requirements and instruction
    - iv. Global citizenship definitions, requirements, and instruction
  - c. Literature Review (Each LG subcommittee)
    - i. Best practices/evidence regarding instruction for each LG
  - d. Develop Procedures to Review Existing Practices, Opinions and Data at EIU
    - i. Develop Curriculum Review- (Course Matrix) Determine how and where the 4 university learning goals are explicitly taught (Each LG committee contributes items for the matrix, Exec committee coordinates and develops final matrix (electronic) for distribution to departments
    - ii. Develop Faculty Survey – Investigate understanding/instruction of the goals, perceptions strengths and weaknesses of the curriculum at EIU in relation to the 4 university learning goals, reaction to ideas for possible modifications. (Each LG subcommittee develops questions for survey, Exec committee integrates and makes parallel for final survey.)
- 2) CONDUCT FACULTY SURVEY AND CURRICULUM REVIEW
- 3) STUDY AND INTERPRET INFORMATION (Each LG subcommittee)
- 4) DEVELOP, DISCUSS, REFINE RECOMMENDATIONS (Within each LG subcommittee and then with the committee as a whole)
- 5) DISTRIBUTE RECOMMENDATIONS WITH RATIONALE FROM DATA/INFORMATION AND GATHER FEEDBACK FROM UNIVERSITY CONSTITUENCIES

- 6) MODIFY RECOMMENDATIONS AS NEEDED BASED ON FEEDBACK
- 7) IMPLEMENT FINAL RECOMMENDATIONS BY MODIFYING CURRICULAR REQUIREMENTS IF INDICATED, PROVIDING FACULTY EDUCATION, AND/OR OTHER NECESSARY ACTIONS

**Possible Timeline:**

**Fall 2011 Semester**

- Form committee (Nov 2011)
- Reach out to college curriculum committees and learning goal experts for involvement (Nov 2011)
- Form LG subcommittees (Nov 2011)
- Identify peer/model institutions (Nov 2011)
- Identify existing EIU data to examine (Nov-Dec 2011)
- Begin literature review of best practices (Nov-Dec 2011)

**Spring 2012 Semester**

- Complete literature review, existing EIU data review, and peer/model institution work; Summarize findings and fold in "academic excellence" strand of the strategic planning process (Jan-Feb 2012)
- Carefully define LGs for purposes of creating faculty instructional practices survey and curriculum matrix items (Mar 2012)
- Define courses to be reviewed with curriculum matrix (e.g., general ed? major core courses? etc...)(Mar 2012)
- Develop faculty instructional practices survey items and curriculum course matrix items (Mar- April 2012)
- Engage college curriculum committees for feedback on faculty survey and the curriculum matrix review process (April 2012)
- Finalize instruments and planned procedures (May 2012)(so that data collection with the survey and matrix can begin in September 2012)

**Fall 2012 Semester**

- Collect data (Faculty survey available in Sept 2012; Curriculum matrices complete by Oct 15)
- Analyze data (Faculty survey Oct 2012, Curriculum matrices Nov 2012)
- Share data with college curriculum committees/garner impressions and feedback (Dec 2012)

**Spring 2013 Semester**

- Interpret/write up findings from faculty survey and curriculum matrix review (Jan 2013)
- Develop recommendation summaries (for university constituencies with rationale from data/information gathered from EIU, literature, other institutions) – (Feb 2013)
- Distribute recommendation summaries with rationale from data/information and gather feedback from university constituencies (Mar 2013)
- Modify/Finalize recommendations as needed based on feedback (April 2013)

**Fall 2014 Semester**

- Begin implementation of recommended changes to support strengthening of LG attainment, including curricular revision and faculty development