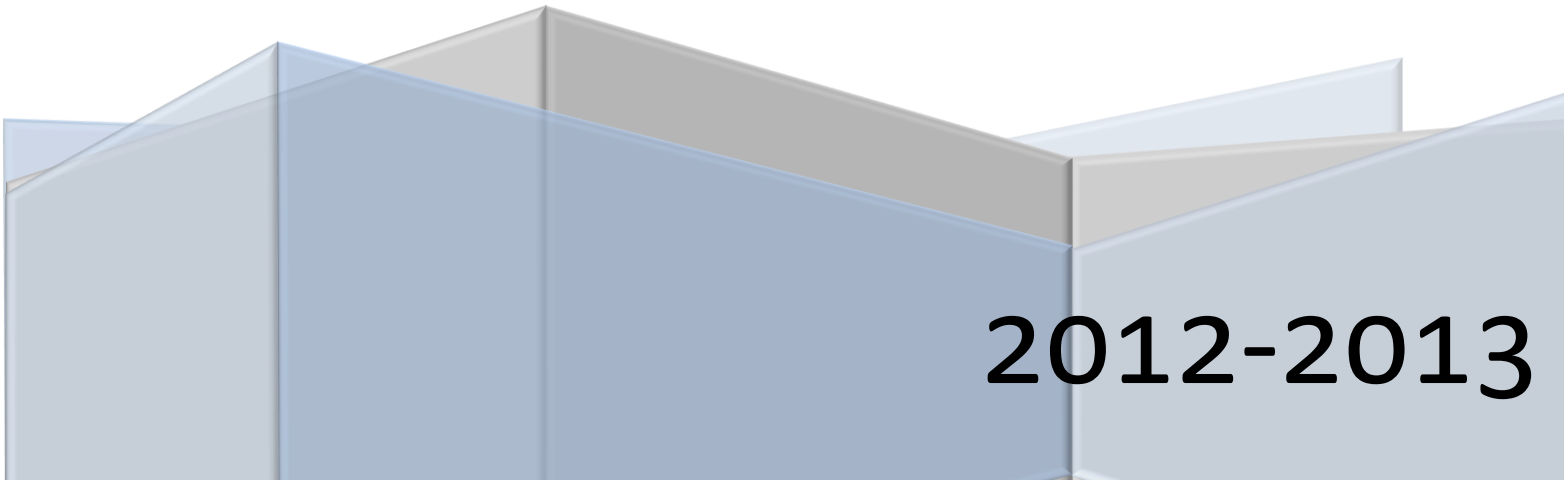
CAA Learning Goals Report May 2013

CAA

EASTERN ILLINOIS UNIVERSITY™

Council on Academic Affairs

Learning Goals Review Report



2012-2013

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Overview of CAA Learning Goals Review

Broad Background

EIU takes its teaching mission so seriously that it has designated teaching as its faculty's primary responsibility; it is an institution that honors this commitment by empowering the faculty to determine the curriculum and providing faculty members with professional development resources that aid their continuous improvement as teachers. EIU is an institution for whom students are the highest priority, an institution that acknowledges its responsibility by providing students with varied learning environments, opportunities, and support services that assist them in becoming the best learners—and the most successful graduates--they can be. EIU is an institution that understands that assessing learning is a vital step *in* the teaching process, not just an extra responsibility, an institution at which teachers become learners and vice versa as they jointly work to improve the quality of an Eastern education. (Excerpt from EIU's 2005 NCA self-study report.)

Assessments of what students learn during college are typically used for one of two purposes – improvement or accountability. In the former, faculty members and other institutional personnel gather evidence about how well students are attaining intended course, program, or institution outcomes, and then use this information to improve student performance by modifying pedagogical approaches as well as institutional policies and practices. In this sense, assessment for improvement is essentially an internal matter. In contrast, data collected for the purpose of accountability are used primarily to demonstrate that the institution is using its resources appropriately to help students develop the knowledge, skills, competencies, and dispositions required to function effectively in the 21st century. Accountability is more externally oriented, using evaluation for informing constituents that the university is providing quality education in a cost-effective manner. In addition to internal assessment and external accountability, accreditation criteria may also provide an impetus for review and quality enhancement. Through assessment, accreditation expectations and accountability, educators meet responsibilities to students and to the public to establish meaningful goals and expectations for students, to provide information about how well students meet those goals, and to strive continually to improve student learning over time.

EIU has been systematically evaluating four learning goals (writing, speaking, critical thinking, and global citizenship) for 6-12 years. Assessment data is summarized centrally in complete reports and executive summaries which are posted on the assessment website and discussed at academic council/committee meetings across the colleges. Academic programs/departments within the university have also increased efforts to systematically evaluate the same four learning goals in recent years. In 2010, EIU and other Illinois public universities began participating in the Voluntary System of Accountability (VSA), an accountability initiative by public 4-year universities to supply clear, accessible, and comparable information on the undergraduate student experience to important constituencies through a common web report – the College Portrait.

Impetus for Learning Goal Review

Recently, in 2010-2011, three of four undergraduate learning goals were identified by the Committee for the Assessment of Student Learning (CASL) and the VPAA as top priorities for improvement based on student learning outcomes data from assessment and accountability data.

2010-2011 CASL/VPAA Top Priorities for Improvement Based on Student Learning Outcomes Data

1. Data from several different instruments suggest that Eastern's students' **critical thinking skills** are not as strong as we would like to see for our graduates.
    - Trained readers of the EWP have suggested that making arguments, development of the thesis, and analyzing others' arguments are weaknesses in many of the completed portfolios.
    - Likewise, the Collegiate Learning Assessment (CLA) data shows that only 22% of Eastern's sampled seniors were above or well above expected performance levels on tasks such as critiquing an argument, making an argument, and writing analytically while 24% were below the expected level and 38% well below this level.

- The Watson-Glaser Critical Thinking Appraisal has given us disappointing scores for several years. This appraisal is administered in senior seminars and measures thinking skills such as making an inference, recognition of assumptions, deduction, interpretation, and evaluation of arguments. In AY10 Eastern seniors scored 23.48 out of a possible score of 40; this score is down from 24.73 in AY09 and 25.5 in AY08.
- Unlike writing and speaking, there is no general education course required in critical thinking, so it is difficult to determine whether the curriculum actually teaches critical thinking skills in any consistent way that would reach all undergraduates.

2. Both of the Voluntary System of Accountability (VSA) measures (CLA & NSSE) and the Electronic Writing Portfolio (EWP) data suggest that students' **writing** could be improved.
    - Trained readers of the EWP suggest that we need to encourage students through our assignments to write for real-world audiences and situations. Student portfolios show students writing primarily for the faculty member leading to fewer rhetorical decisions and short cuts.
    - EWP readers also indicate that using a variety of argumentative strategies and research are weaknesses.
    - Readers also note that many students write with a limited vocabulary and have difficulty employing an academic style.
    - See the CLA data above. It also indicates problems with written communication.
    - When questioned about the number of papers they had written that were 20 pages or more, 60% of Eastern seniors indicated none and 34% indicated 1-4 compared to 52% at none and 38% at 1-4 of other Illinois public university seniors, 51% at none and 38% at 1-4 of our Carnegie class, and 50% at none and 39% at 1-4 of all NSSE institutions. These data indicate that our seniors are asked to write fewer lengthy papers than all the other comparison groups.

3. National Survey of Student Engagement (NSSE) data as well as the data on critical thinking suggest that **academic rigor** may not be as strong as it could be throughout the curriculum.
    - Many EWP submissions do not seem to be requiring students to write in an academic voice and employ sources in a challenging fashion. Faculty holistic scores are also quite a bit higher than the portfolio evaluations of the trained readers.
    - When asked how much in the current year they had been asked to memorize facts and then repeat them in the same form, 63% of Eastern's seniors answered "very much" or "quite a bit" compared to 64% of other Illinois seniors, 64% of our Carnegie class, and 63% of NSSE seniors. While the various classifications answered similarly, these are high percentages for rote memorization at the senior level and indicate that critical thinking activities, such as analysis and evaluation, may be less prevalent than desirable.
    - Only 25% of Eastern seniors indicated they had or planned to work on a research project with a faculty member outside of a course. This percentage is 10% lower than other Illinois public universities; 6% lower than our Carnegie class, and 8% lower than all other NSSE seniors.
    - Only 19% of EIU seniors indicated on the NSSE that they spend 21 or more hours a week on studying (reading, writing, doing homework or lab work, analyzing data, etc.), yet they are told to spend 2-3 hours a week for each hour spent in class. Forty-three percent of Eastern's seniors spend 10 or fewer hours on these activities. Such little time on academic work indicates that our students have the time for more challenging and time-consuming coursework.
    - Although length is not the only criteria for challenging written assignments, the NSSE data on the length of the papers that Eastern students are asked to complete also suggest that academic rigor could be strengthened.

4. The Global Citizenship Surveys and the National Survey of Student Engagement (NSSE) data suggest that we could improve issues related to the **global citizenship** goal.
    - Only 19% of EIU seniors who completed the NSSE indicated they had very often or often participated in service learning as part of a regular course.
    - While 68% of Eastern's seniors indicated that class discussions and writing assignments included diverse perspectives, only 51% of these seniors indicated they had had a serious conversation with other students who are different than they are in terms of race, religion, gender, or politics. These data indicate that what happens in the classroom may not be modeled by students in their out-of-classroom encounters.
    - The global survey shows that while we have seen growth from freshmen to senior responses, only 45% of Eastern's seniors strongly agreed that it was important to promote racial and ethnic understanding, and only 55% strongly agreed that human rights was an important global issue.
    - Another area for improvement related to the global citizenship goal is University-wide understanding of the goal and commitment to teaching its learning objectives. This goal has been challenging for CASL to

assess and then to connect that data to the curriculum for improvement.

While EIU does many things very well, this summary data illustrates some areas that could be improved to make EIU better. Following presentation of student learning data from CASL in Fall 2011, the Council on Academic Affairs (CAA) discussed the need for campus-wide information gathering and discussion regarding instruction and requirements for the learning goals. Although individual departments have been collecting data on the learning goals and making curricular revisions, CAA members believed we should systematically study the learning goals across the university, and thus the Learning Goals Review Committee was formed. The document which established the committee with timelines for the work is available in Appendix A. The last such university-wide discussion/evaluation occurred in 2004 when the Council on Academic Affairs (CAA) undertook a review to determine if the General Education curriculum was producing measurable improvement in literacy, acquisition of knowledge, critical thinking and communication. The committee concluded in 2004 that four years of data collection had provided evidence of some improvement, but that more data collection and correlation must occur before the current General Education curriculum could be substantially revised. The current Learning Goals Committee of faculty and student members was charged to review integration, instructional practices, and effectiveness of EIU's four undergraduate university learning goals (LGs). Committee members were CAA members, members of College Curriculum Committees, CASL learning goal experts, and other invited faculty members with expertise/interest in the learning goals.

Council on Academic Affairs- Learning Goals Subcommittee Members

Subcommittee	Representing
WRITING	
Caldwell, Melissa	CAA Member- CAH, English (Spring 2012 only)
Steinke, Luke	CAA Member- LCBAS, School of Technology (F2012-Sp2013)
Green, Lora	CAA Member- Academic Advising Center
Eskew, Kaylia	CAA Member- Student Government
Taylor, Tim	CASL Writing Expert/WAC chair, CAH- English
Allan, Wesley	COS Curriculum Committee rep, Psychology
Fahy, Jill	COS- invited member, Comm Disorders
SPEAKING	
Mitchell, Christopher	CAA Member, CAH-Theatre Arts (Spring 2012 only)
Ruholl, Stacey	CAA Member- CEPS-Kinesiology & Sports Studies
Clouston, Corrigan	CAA Member- Student Government (Spring 2012 only)
Jones, Richard	CASL Speaking Expert, CAH- Communication Studies
Rhoads, Misty	CAA Member & CEPS Curriculum Committee Rep– Health Studies
GLOBAL CITIZENSHIP	
Hoerschelmann, Olaf	CAA Member- CAH, Communication Studies (Spring 2012 only)
Reid, Debra	CAA Member, CASL Global Cit Expert, - CAH History
Wahby, Wafek	LCBAS College Curriculum designated representative
Dietz, Julie	CEPS- Health Studies- invited member (Spring 2012, Fall 2012 only, Sabbatical Spring 2013)
Bower, Kathleen	COS-Geology/Geography invited member; Faculty Senate member
Collins, Janice	CAH – Journalism – invited member (Fall 2012 only)
CRITICAL THINKING	
White, Larry	CAA Member, LCBAS- School of Business
Klarup, Doug	CAA Member, COS- Chemistry
Gonzalez, Aseret	CAA Member- Student Government

Addison, William	Past CASL Critical Thinking Expert- COS-Psychology
Newell-Amato, Domenica	CAH Curriculum Committee rep
Bickford, John (Jay)	CEPS- Early Child/Elementary & Middle Education-invited member (Spring 2012 only)
Britton, Teresa	CAH- Philosophy, invited member
EXECUTIVE	
Lucas, Stephen	CAA Member, CEPS- Secondary Education & Foundations
Throneburg, Rebecca	CAA Member, CASL Chair, COS-Comm Disorders & Sci

Learning Goal Committee Review Process

The learning goal committee work began in the Spring 2012 term by gathering and studying existing information on the learning goals and summarizing information in a "white paper" for each goal. The white papers consist of the definitions of the learning goal, learning objectives and catalog descriptions of how the goal is targeted within the general education curriculum. The white papers also summarize recent data that has been collected at EIU about the learning goal, best practices from the literature regarding the learning goal, as well as practices of model and peer institutions.

Faculty Survey Development & Administration

During the Spring 2012 term, each of the four Learning Goal subcommittees developed potential questions for a survey about instructional practices related to the learning goals. The survey asked faculty members to respond to the questions using evidence from a specific course that each instructor taught. Survey items were refined over the summer term and then reviewed and distributed during the Fall 2012 term. See Appendix B for complete survey. All faculty who taught at least one undergraduate course in Spring 2012 were asked to complete an online 75-item survey about instructional practices and student expectations related to the learning goals in one specific course (randomly selected by CAA). A total of 638 courses were sampled with a return rate of 62%. Instructors who completed the survey were 63% Unit A, 22% Unit B, and 15% Adjunct. The majority of the courses (73%) were 3 semester hours (SH), with 9% 1SH, 9% 2 SH, and 9% 4 SH. Courses were distributed across levels. The survey was conducted September 27-October 25. 2012.

Course Characteristics for All Undergrad Courses, Courses for Which Instructors Received Surveys (Sampled Sections) and Courses for which Instructors Completed Surveys

Characteristic	All Sections 1,942	Sampled Sections 638	Completed Surveys 366
1000-Level	23.6%	21.4%	19.9%
2000-Level	24.1%	25.9%	32.8%
3000-Level	31.1%	31.0%	24.0%
4000-Level	21.2%	21.6%	23.3%
Unit A	54.3%	56.0%	63.3%
Unit B	34.4%	26.9%	21.8%
Adjunct	11.3%	17.2%	14.9%
1 sem. hr.	12.7%	9.7%	8.7%
2 sem. hr.	7.7%	8.8%	9.6%
3 sem. hr.	70.1%	71.8%	72.7%
4 sem. hr.	8.8%	9.2%	8.7%
5 sem. hr.	0.3%	0.3%	0.0%
6 sem. hr.	0.3%	0.2%	0.3%

Syllabi Review Process

Departments were asked to submit one representative syllabus for each general education course, as well as from 12 department-selected courses that represent the typical curriculum of their majors from the freshman through senior years. Over 470 undergraduate course syllabi were collected. CAA members analyzed the learning objectives/course objectives from approximately 410 syllabi in reference to the university-wide learning goals. Approximately 60 syllabi had no objectives described and could not be included in the analysis. The number of objectives related to writing and speaking were counted. The number of objectives related to general global citizenship, as well as subcomponents of the goal (ethics, cultural diversity/perspectives, citizenship, history), were also counted. Objectives were counted as related to critical thinking if the objective specifically mentioned focus on critical thinking skills or use of verbs which indicated focus on higher level thinking skills (e.g. from Bloom's hierarchy terms such as evaluate, critique, synthesize, analyze were higher level critical thinking skills whereas verbs such as describe, understand, list, summarize were considered lower level skills and not counted as critical thinking).

EIU's Learning Goals Compared to Other Institutions

Undergraduate or General Education Goals at Other Illinois Public Universities (Note: Could not find goals for Chicago State, Governor's State, or SIU-C)

Learning Goals	EIU	ISU (gen ed) 4	NIU (baccalaureate)	SIU-E (*for General Education and the Baccalaureate Degree)*	WIU (gen ed)	Northeastern (gen ed)	U of I-Chicago	U of I –CU (gen ed)	U of I-S (baccalaureate)
TOTAL # of Learning Goals	4	4	9	12	6	6	5	7	5
Writing (communication)	x		X comm	X	X comm	X	X comm	develop and present cogent written and oral arguments	X comm
Speaking (communication)	x		X comm	X	X comm	X	X comm		X comm
Critical thinking	x	X critical inquiry and problem solving	X critical, creative and independent thought	X	X		X	X think independently, critically evaluate info, analyze & evaluate arguments	evaluate and integrate information and concepts from multiple disciplines and perspectives (2 competencies-critical thinking and searching for knowledge)
Global citizenship	x	X Public Opportunity / Civic Engagement X Diverse and Global Perspectives	X Global interconnections &Interdependencies X Intercultural competencies with people of diverse backgrounds and perspectives	X Cultural and Global Awareness X Ethics X Active Citizenship	X Understand differences and relative power among peoples, both in the United States and across the globe	X Understand historical processes and cultural differences	X Pluralism & Multicultural Perspectives X Engagement through community involvement	Explore one's own culture and history as well as those of others Think critically about how individuals influence and are influenced by political, economic, cultural, and family institutions	X Engaged Citizenship (def= engage in questioning and ct to explore peoples, systems, values, and perspectives that are beyond their usual boundaries. Students should engage in active and integrative learning to become ethical, responsible, and engaged citizens in a democracy (lists 6 competencies)
Quantitative and qualitative reasoning skills to address questions and solve problems			X	Mathematics and Quantitative Literacy		Use quantitative methods in the natural, social and behavioral sciences	Quantitative reasoning		Apply knowledge to address meaningful problems and issues in the real world (competencies under this include technology, quantitative reasoning and collab)
Scientific Inquiry (and broader)			Analyze issues that interconnect human life and the natural world	X	Broad knowledge of the natural sciences, socia sciences & humanities	Understand modes of thought, concerns and methodologies of the fine arts, the humanities, the social and behavioral sciences, and the natural sciences			
Performing & Fine Arts				X				Understand, interpret, and evaluate the arts	
Information Literacy				X			X computer literacy		Should be information and communication technology literate, exhibiting a strong

									proficiency in locating, reflectively comprehending, and synthesizing appropriate college level readings, toward the goal of knowledge creation
Collaborate with others to achieve specific goals			X						
Life-Long Learning (active pursuit new knowledge & apply info)		X			X Understand methods by which people pursue knowledge				
Other Goals Unique to a Single University			Synthesize knowledge and skills relevant to one's major or particular fields of study and apply them creatively to develop innovative outcomes	Experiential Learning Technology	Knowledge of the principles of wellness for living a healthy and fit life, both physically and mentally	Understanding of aesthetic and literary sensitivity			

The Higher Learning Commission (2003) issued a statement on general education which indicated goals should include understanding and appreciating diverse cultures, mastering multiple modes of inquiry, effectively analyzing and communicating information, and recognizing that the importance of creativity and values to the human spirit not only allow people to live richer lives but also are a foundation for most careers and for the informed exercise of local, national, and international citizenship. The Commission expects institutions of higher learning to address these important ends, and has embedded this expectation into its Criteria for Accreditation.

A large majority of AAC&U member institutions (78%) say they have a common set of intended learning outcomes for *all* their undergraduate students, and these outcomes address a wide variety of skills and knowledge areas. The skills most widely addressed are writing, critical thinking, quantitative reasoning, and oral communication skills, and the knowledge areas most often incorporated are humanities, sciences, social sciences, global cultures, and mathematics. It is notable that many of the outcomes that AAC&U members are focusing on today are the ones that employers in a 2006 survey said they would like to see colleges and universities emphasize.

The Association of American Colleges and Universities (2007) report , *College Learning for the New Global Century*, calls for a new priority for a set of educational outcomes that all students need from higher learning—outcomes that are closely calibrated with the realities of our complex and volatile world. The council urged recognition that, in this global century, every student will need wide-ranging and cross-disciplinary knowledge, higher-level skills, an active sense of personal and social responsibility, and a demonstrated ability to apply knowledge to complex problems. AAC&U suggests that the outcomes can and will be achieved in many different ways, across highly diverse institutional contexts and fields of study and should be fostered across the entire educational experience. Further, this report calls on policy leaders to expand substantially the investment in active, hands-on, collaborative, and inquiry-based forms of teaching and learning—making full use of new educational technologies—to ensure that all students have rich opportunities to fully achieve the intended learning outcomes. AAC&U's LEAP: Liberal Education and America's Promise itemizes its recommendations as "Essential Learning Outcomes" (2007) and emphasizes the importance of knowledge and skills, and transference of those skills beyond the general education curriculum.

AAC&U (2007) suggested college students should prepare for twenty-first-century challenges by gaining:

1) Knowledge of Human Cultures and the Physical and Natural World
   • Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts. (Focused by engagement with big questions, both contemporary and enduring)
2) Intellectual and Practical Skills, including
   • Inquiry and analysis
   • Critical and creative thinking
   • Written and oral communication
   • Quantitative literacy
   • Information literacy
   • Teamwork and problem solving
   (Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance)
3) Personal and Social Responsibility, including
   • Civic knowledge and engagement—local and global
   • Intercultural knowledge and competence
   • Ethical reasoning and action
   • Foundations and skills for lifelong learning
   (Anchored through active involvement with diverse communities and real-world challenges)
4) Integrative Learning, including
   • Synthesis and advanced accomplishment across general and specialized studies
   (Demonstrated through the application of knowledge, skills, and responsibilities to new settings)

White Paper: Writing Learning Goal

Writing in EIU's Mission, Learning Goals and Objectives

EIU Mission Statement

Eastern Illinois University is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture. Throughout their education, students refine their abilities to reason and **to communicate clearly** so as to become responsible citizens and leaders

The mission of the general education program at EIU is threefold:

- **to enhance student literacy** and oral communication;
- to encourage students to think critically and reflectively; and
- to introduce students to knowledge central to responsible global citizenship.

Enhancing Literacy and Oral Communication in General Education

Mindful scholarship requires that students listen and read critically as well as write and speak clearly and effectively. Additionally, functioning in a global society requires an appreciation of communication within and among cultures through both the written and spoken word. Therefore, a foundation for further exploration within the general education curriculum, for study in one's major area, and for developing a successful career, requires both course work in and assessment of written and oral communication skills.

CASL has developed a program to assess four undergraduate learning goals:

1. EIU graduates will demonstrate the ability **to write effectively**.
2. EIU graduates will demonstrate the ability to speak effectively.
3. EIU graduates will demonstrate the ability to think critically.
4. EIU graduates will demonstrate the ability to function as responsible global citizens.

Writing Student Learning Objectives

Skills objectives: EIU students will prepare written assignments that demonstrate competent writing skills including:

- Establishing and maintaining focus and appropriate voice;
- Awareness of audience (degree of knowledge and expectation);
- Organization that enhances presentation of materials/ideas;
- Development of ideas supported by details;
- Use of effective sentence structure, syntax, and diction;
- Use of correct mechanics; and
- Proper use and documentation of sources.

EIU Writing Practices/Requirements

EIU requires a two-semester sequence of writing courses (ENG 1001/1091 & 1002/1092) like many other colleges and universities in the United States. The two-course sequence "in reading and writing" satisfies two-thirds of the three courses in the Language requirement within General Education.

In 1998, to more fully support Writing Across the Curriculum, CAA formally designated different types of classes across all curricula: writing-centered (WC), writing-intensive (WI), and writing-active (WA) courses. In WC courses, the "quality of the students' writing is the principal determinant of the course grade." WI courses "serve the dual purpose of strengthening writing skills and deepening understanding of course content." And in WA courses, "frequent, brief writing activities and assignments are required."

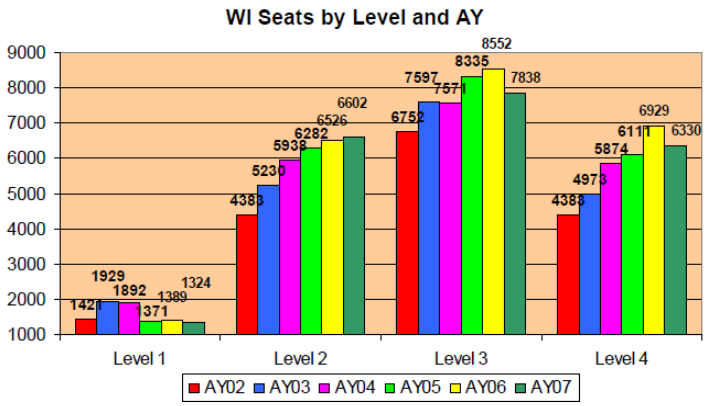
At present, the EIU undergraduate catalog, describes relevant general education coursework under the heading of "Writing Across the General Education Curriculum" as follows.

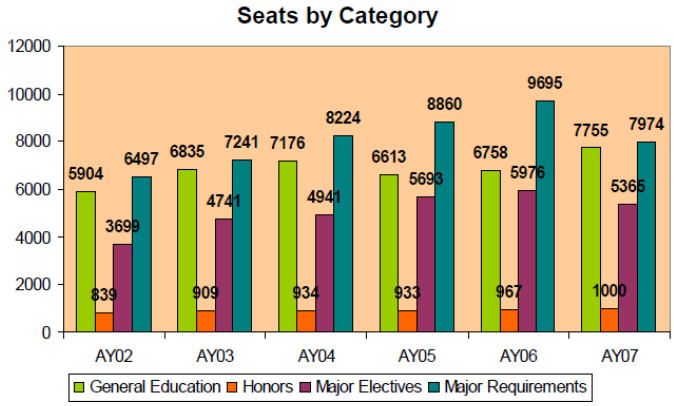
> All of Eastern's general education courses require writing. Four of these courses–English 1001G and 1002G and their honors equivalents, 1091G and 1092G–are writing-centered. In these courses students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).
>
> Other general education courses, including all senior seminars, are writing-intensive. In such courses several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, at least 35% of the final course grade should be based on writing activities.
>
> Remaining general education courses are writing-active. In writing-active courses, frequent, brief writing activities and assignments are required. Such activities – some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills.

In academic year 1999/2000, the Electronic Writing Portfolio (EWP) was developed to replace the Writing Competency Exam. The EWP began for first-year students in AY01 with the first submissions accepted in November 2000. As of AY 02, all students had to submit the requisite number of papers to the EWP as a graduation requirement. This assessment tool, rather than academic requirements, compelled students to enroll in a minimum number of WI/WC courses so they could in order to submit papers each year to the EWP.

When students were required to take a WI course each year to meet the EWP requirement, there was an increase in the number of courses and seats designated as WI. Courses were developed as WI within the general education and major requirements.

	AY 2001/2002	AY 2003/2004	AY 2007/2008
Number of WI Courses	351	416	474
Number of WI Seats	16,939	21,275	22,173





In AY 2008/2009 revisions to the EWP were implemented, so papers that met a minimum number of words could be submitted from *any* class. Therefore, students no longer had an academic requirement to complete WI courses other than the EIU Senior Seminar.

The WAC committee developed a proposal in 2010 to adopt the following provisions under "Requirements for the Bachelor's Degree":

-A native student must successfully complete four writing-intensive and/or writing-centered courses beyond English 1001G and English 1002G.

- A transfer student with between 30 to 59 semester hours must successfully complete three writing-intensive and/or writing-centered courses beyond English 1001G and English 1002G.

-A transfer student with 60 semester hours or more must successfully complete two writing-intensive and/or writing-centered course beyond English 1001G and English 1002G.

The WAC committee, with the assistance of Amy Edwards and Mary Herrington-Perry, collected data about the number of WI/WC courses EIU students were taking. In AY 2008/2009 and AY 2009/2010 the mean number of WI or WC courses (excluding ENG 1001,1002) taken by EIU native graduating students was eight. Only 119 out of 1199 native students graduating in 2009 would not have met the WI/WC proposal requirements. If the proposal were changed to 3 required courses beyond ENG 1001/1002, then only 22 students would not have met requirements. In AY 2008/2009 and AY 2009/2010 the mean number of WI or WC courses (excluding ENG 1001,1002) taken by EIU transfer graduating students was six. Only 13 transfer students out of 1063 total graduating in 2009 would not have met the proposed WI/WC requirements. College Curriculum Committees and the CAA executive committee expressed concern about the WAC proposal to establish a required number of WI courses for a graduation requirement. Thus CAA never voted on the proposal. The concerns and possible solutions suggested by WAC are available in Appendix C (2010 WAC Writing Requirement Proposal).

EIU Writing Data

CASL Data Related to Writing Goal

CASL's yearly full reports on Writing Assessment and AY11 Executive Summary are available at http://www.eiu.edu/assess/ewpdata.php. Writing is assessed at a university-wide level using instructor ratings and trained readers evaluation of papers submitted to the Electronic Writing Portfolio. The rubric's scale is 4 (superior), 3 (satisfactory), 2 (needs improvement), and 1 (unsatisfactory). The following table offers the holistic scores given by faculty to student submissions in AY11.

EWP Faculty Holistic Scores Fall 2010-Summer 2011

Rating	FA10	SP11	SU11	Total
1	13 (<1%)	8 (<1%)	5 (1%)	26 (<1%)
1.5	9 (<1%)	19 (1%)	3 (1%)	31 (<1%)
2	60 (2%)	86 (2%)	10 (3%)	156 (2%)
2.5	155 (5%)	186 (5%)	15 (4%)	356 (5%)
3	907 (30%)	970 (28%)	100 (27%)	1977 (29%)
3.5	1113 (37%)	1360 (39%)	166 (45%)	2639 (38%)
4	755 (25%)	886 (25%)	67 (18%)	1708 (25%)
Total	3012	3515	366	6893

Of the 6531 submissions, 4075 (62%) came from writing-centered/writing-intensive courses, and 2456 (38%) came from non-WI/WC courses. Last academic year, 71% of submissions were from writing-intensive courses.

Beginning in 2005, 10% of the completed portfolios have been read by trained readers who assess completed portfolios for focus/purpose, organization, development, audience awareness, style, mechanics, use of sources, and overall writing ability.

EWP Portfolio Evaluations

	FA05	FA06	FA07	FA08	FA09	FA10
Strong	26%	28%	27%	24%	22%	28%
Adequate	53%	55%	58%	58%	58%	54%
Weak	21%	17%	18%	19%	20%	17%

Results from the Voluntary System of Accountability (VSA)

The National Survey of Student Engagement (NSSE) data was collected from 590 seniors in spring 2010. Data indicated that 79% of EIU seniors indicated they are very much or quite a bit expected to write clearly and effectively. This percentage is slightly above seniors at other Illinois public institutions (74%), but is on par with our Carnegie class (78%) and all other NSSE schools (78%). Ten percent fewer seniors at EIU wrote 20+ page papers compared to other IL public universities; 60% of Eastern seniors indicated they had written no papers that long at EIU and 34% indicated 1-4 papers (52% of students at other Illinois Public institutions reported writing no papers that were longer than 20 pages and 50% of students in our Carnagie class of similar universities reported writing no papers longer than 20 pages).

Results from the Collegiate Learning Assessment (CLA), a direct assessment measure, was administered to 100 freshmen in Fall 2009 and 100 seniors in Spring 2010. Then the CLA was re-administered to 100 freshmen in Fall 2011 and 100 seniors in Spring 2012. The data suggest the writing skills (effectiveness and mechanics) of EIU freshmen are lower than peer institutions, and the gaps widen significantly for EIU seniors compared to peers. Data suggest EIU seniors are below (24%) or well below (38%) where they should be based on the freshman scores and their own ACT scores on tasks related to making or critiquing an argument.

Assessment of Learning Goals by Departments

More EIU departments adopt and assess writing than any of the other undergraduate learning goals. Writing assessment results in departmental assessment reports has increased from approximately 63% to approximately 81% in the last two years.

Writing: CAA Faculty Survey and Syllabi Review Results

Faculty Survey

48% of surveyed faculty believed that students were at least adequately prepared to write effectively at the beginning of the course while 52% of faculty believed that students were not adequately prepared to write effectively or had no basis to judge the students' writing skills.

Instructional Practices

Targeting Writing

· 60% of faculty reported that writing was very closely or strongly related to the objectives of the course
· The Learning Goals Committee syllabi review found that overall 37% of courses had at least 1 learning objective related to students' writing skills while 63% (249/395) of courses had no learning objectives related to student's writing skills.
  -75% of 1000-level courses did not have learning objectives related to writing while 55-60% of 3000 and 4000-level courses did not have learning objectives for writing.

Techniques

· 45% of instructors stated they spent time discussing writing, but that question caters to a wide range of actions and strategies in classrooms.
· 44% provided handouts/ resources to students about writing
· 46% provided models of good writing
· 32% of instructors conferenced with individual students about their writing. Perhaps the conferencing is on an individual basis, not done with whole classes?
· Some emphasis on revision
  -Instructor sequenced writing assignments so they would build on each other: 27%
  -Students revised papers based on instructor feedback that was not graded: 27%
  -Students revised papers after instructor assigned a grade and gave feedback: 26.0%
  -Students revised papers after peer review: 13%
· 22% of instructors marked "none of the listed techniques" were used to facilitate writing improvement." Other techniques mentioned numerous times in open-ended responses included online resources and referrals to the Writing Center

Assignments and Evaluation

· 71% of faculty report that students are expected to write fewer than 20 pages TOTAL for the course, not including writing for exams with 11% not assigning any writing.

Most common types of writing

· 50% reflections of personal experiences and opinions.
· 40% in-class writing-to-learn activities (counter to national studies)
· 40% summaries/insights based on a single source
· 36% brief (1-2 page) professional writing (e.g. letters, memos, lesson plans, lab reports)

Less common types of writing

· 26% academic research papers
· 26% longer reaction papers with multiple sources
· 16% online writing-to-learn activities
· 9% creative writing

- Over a quarter of faculty respondents—28%—affirmed that they "never (0% of the time) use a rubric or evaluation criteria when responding to student writing

- 30% of instructors reported that students' writing skills contributed a great deal (more than 35%) to the final course grade while 23% reported writing contributed some (6 to 15%) and 19% reported writing contributed little to none in the final course grade

Faculty Perception of Gains in Course

· 21% said students' writing skills improved substantially or quite a bit
· 49% said slightly or somewhat while 10% said not at all and 19% had no basis to judge

Faculty Perception of Barriers to Facilitating Writing

· 75% of faculty felt they are moderately or very prepared and comfortable in developing students' critical thinking skills while 11% felt less or not prepared/comfortable and 12% reported that instructor's skills for developing writing were not relevant for the course
· 31% of faculty reported "no barriers" and that critical thinking was effectively targeted in their course
· 29%- Instructor assumed/expected students to have learned writing skills already
· 26%- Time consuming nature of grading writing
· 26%- Learning goal not related to course objectives/content
· 21%- Class size
· 4%- Lack of instructor knowledge/skills in teaching/facilitating writing
· 3%- Concerns about negative student feedback on course/instructor evaluations
· 2%- Instructor did not see developing writing skills as important
· Numerous open ended responses about other barriers targeting writing refer to students' skills (28/51= 54%)
  -Students lacking a strong enough foundation and background to produce effective written work: 15
  -Students' lack of motivation to take feedback, revise documents, and learn as writers and thinkers: 13
  -Assumption that one's course only deals with "content": 6

Syllabi Review

WRITING OBJECTIVES IN COURSE SYLLABI

Overall 36% of courses had at least 1 learning objective related to students' writing skills while 64% (268/416) of courses had no learning objectives related to student's writing skills.

PERCENTAGE OF COURSES WITH 0,1,2,3,4, or 5+ WRITING OBJECTIVES IN COURSE SYLLABI BY COURSE LEVEL						
	0	1	2	3	4	5 or more
1000-Level	79% (44/56)	18% (10/56)	0	2% (1/56)	0	2% (1/56)
2000-Level	71% (75/106)	26% (28/106)	2% (2/106)	0	0	1% (1/106)
3000-Level	61% (103/170)	32% (55/170)	6% (10/170)	1% (2/170)	0	0
4000-Level	55% (46/84)	40% (34/84)	5% (4/84)	0	0	0
Total	64% (268/416)	31% (127/416)	4% (16/416)	1% (3/416)	0	½% (2/416)

PERCENTAGE OF COURSES WITH 0,1,2,3,4, or 5+ WRITING OBJECTIVES IN COURSE SYLLABI BY COLLEGE						
	0	1	2	3	4	5 or

						more
A&H	56% (88/156)	35% (54/156)	6% (9/156)	2% (3/156)	0	1% (2/156)
CEPS	51% (32/63)	48% (30/63)	2% (1/63)	0	0	0
LCBAS	63% (30/48)	33% (16/48)	4% (2/48)	0	0	0
COS	79% (118/149)	18% (27/149)	3% (4/149)	0	0	0
Total	64% (268/416)	31% (127/416)	4% (16/416)	1% (3/416)	0	½% (2/416)

PERCENTAGE OF COURSES WITH 0,1,2,3,4, or 5+ WRITING OBJECTIVES IN COURSE SYLLABI IN GEN ED AND MAJOR COURSES						
	0	1	2	3	4	5 or more
Humanities	48% (11/23)	52% (12/23)	0	0	0	0
FineArts	67% (8/12)	33% (4/12)	0	0	0	0
Language	33% (1/3)	33% (1/3)	0	33% (1/3)	0	0
Math	83% (5/6)	17% (1/6)	0	0	0	0
Biology	100% (9/9)	0	0	0	0	0
Physical Sci	76% (13/17)	24% (4/17)	0	0	0	0
SocBeh Sci	74% (14/19)	26% (5/19)	0	0	0	0
Senior Sem	75% (3/4)	25% (1/4)	0	0	0	0
Major Courses	63% (204/323)	31% (99/323)	5% (16/323)	1% (2/323)	0	1% (2/323)
Total	64% (268/416)	31% (127/416)	4% (16/416)	1% (3/416)	0	½% (2/416)

Best Practices Writing Literature Review

Association of American Colleges and Universities (AAC&U) 2007 report, *College Learning for the New Global Century* summarized 10 teaching and learning practices that have been widely tested and have shown benefits for college students —Writing Intensive Courses/Writing Across the curriculum was in that "top 10" list of highly effective educational practices. These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice

"across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry

In a broad context, EIU's WC and WI courses, like similar classes at other colleges and universities, encourage students to learn the essential ideas, concepts, and conversations in diverse disciplines and to practice writing for varied audiences and appropriate reasons. As Jones and Comprone argue in their influential article in which they reflect about the growth of WAC programs at the time (1993), "Teaching process in a single class—freshman comp—cannot ultimately be successful unless the writing in that course is reinforced by the same kind of approach to learning in other courses"(59).

In fact, as Marilyn Sternglass relates in *Time to Know Them: A Longitudinal Study of Writing and Learning at the College Level* (1997), "the expectation that students have become 'finished writers' by the time they complete a freshman sequence or even an advanced composition course must be abandoned" (296). And researchers such as Sternglass, Herrington and Curtis, Carroll, and Beaufort "all conclude that students develop as writers and as thinkers when they receive coaching throughout their time in college that includes explicit instruction on how to respond to the variety and increasing complexity of the writing tasks they encounter" (Navarre Cleary 36).

WC and WI courses at Eastern are structured to reinforce the important undergraduate learning goals of writing and critical thinking, especially since, as the cognitive psychologist Ronald Kellogg (2008) notes, practicing writing improves students' procedural writing strategies and helps them grapple with and grasp course content. WI courses and the WAC program have an important role in undergraduate education at EIU because they can help us improve the undergraduate learning goals of critical thinking and writing.

The pedagogical practices and activities in strong WI courses connect to "many elements of the educational experience we have offered for many years" (Office of the Provost "Integrative Learning"). Both WC and WI courses provide opportunities for reflection about and integration of course content in active learning environments while strengthening the writing of EIU students by giving them opportunities for consistent and "deliberate practice" in regard to writing (Kellogg 18).

Specifically in respect to the definition of writing-intensive courses on a national level, Farris and Smith clearly outline the common guidelines about WI courses:

1) Stipulations about reduced class sizes (typically no more than 25 students) or a mandated instructor-to-student ratio,
2) Faculty members teach the courses, not graduate assistants,
3) "[R]equired number of words or papers,"
4) Specifications that revision will be part of the course contract in some way,
5) Stipulations about how writing relates to the course grade,
6) Guidelines on types of assignments used,
7) "[A]ssignment-related instruction or evaluation of papers," and
8) Guidelines about using support services such as a Writing Center or Reading Center (Farris and Smith 53-54).

As courses and initiatives at a national level, WI courses reflect and reinforce the core tenets of writing across the curriculum/writing in the disciplines:

1) Using a writing process approach in classrooms not only to have students become stronger writers through practice but also to have students learn course content through composing diverse writing assignments and
2) Using writing-to-learn activities within classes to help students learn course content more effectively and to make classrooms more student-centered.

As Carroll (2002) notes at the conclusion of her book that provides a longitudinal case study of writing across the disciplines, "Writing-intensive courses should not merely assign more writing but need to provide direct instruction and practice in using sources, reporting data, applying concepts, constructing arguments, and writing in genres appropriate to the discipline" (132). Carroll argues, like others before her, that WAC-influenced courses are not "writing courses," but the principles and what we know about sound writing instruction can be used to help student develop as stronger thinkers and writers in their disciplines as well as their professional and civic lives.

Model/Peer Institutions Writing Practices

There are four institutions this subcommittee selected for investigation about writing in the undergraduate curriculum: Temple University, Western Illinois University, University of Hawaii at Manoa, and Washington State University.

Temple University

Temple provides seven detailed guidelines about the parameters of writing intensive courses. The webpage "What is a W-course?" describes these courses: "The writing-intensive courses are part of the major; they are not General Education or elective credits. They are typically majors-only courses that are taught by faculty in the disciplines who have expertise in writing in their field. The majority of w-courses are taught at the junior and senior level. Many are seminar courses in which students develop substantial essays based on independent research; however, just as writing varies across the disciplines, so do the w-courses vary."

In contrast to some universities that have WI courses as general education course, Temple has chosen to create courses at the junior and senior level within students' majors, possibly to reflect a substantial transfer student population. In addition, WI courses are required for graduation because students "must complete at least two writing-intensive courses for a total of at least six credits" ("Graduation Requirements").

Western Illinois University

Like Eastern, Western Illinois University has two required composition courses in its general education curriculum. However, the second writing course (writing-centered) is designated a sophomore level course. After WIU students have completed the two required composition courses, the third part of the university's writing program is "a Writing Instruction in the Discipline course sequence for their major. WID courses are designed to help students learn both the forms and values for the writing needed to be effective professionals in their field" (What Is Writing in the Disciplines (WID)?").

A standing committee of the college's Faculty Senate approves WID courses, and they can be either new courses or modifications of existing courses. WIU also provides eight guidelines about them, which are provided verbatim from the webpage:

1) The course(s) should be at the 300 or 400 level.
2) Opportunities for writing development may include formal and informal papers, journals, learning logs, in-class responses, writing based on research, writing for professional or general audiences, and other writing appropriate to the discipline. Courses might include an introduction to the conventions of professional writing in the field.
3) The amount of writing required will vary by department, depending on disciplinary expectations. A possible standard for writing in the designated course (or series of courses) might be twenty pages (5000 words), which could include revisions of previously submitted work.
4) The course(s) must include some form of instructional support for writing. This can include, but is not limited to: writing textbook, in-class instructional activities, group work on writing, conferences with course instructor, tutorial support.
5) There should be opportunities for revision of written work after a reader has responded to a

draft. Opportunity for peer response is encouraged.
6) Writing assignments should be used throughout the semester, rather than concentrated at the end, to help students view writing as integral to learning within and across disciplines.
7) Assessment of writing development should be a significant component of students' final grades for WID courses.
8) WID courses should have a student-to-teacher ratio that does not exceed 25:1. This standard may be achieved by reducing WID class enrollments, modifying instructional technique, or by assigning graduate teaching assistants to WID instructors. ("Guidelines")

University of Hawaii at Manoa

Because of a strong population of transfer students from two-year colleges and dependent on how transfer courses articulate as "writing-intensive" courses, Hawaii has a sliding scale of requirements for taking WI courses to graduate—anywhere from 2 to 5 depending on how many hours brought in and what courses taken. The main stipulation is that "at least two of the W courses must be at the 300- or 400-level" ("Articulation"). Similar to Temple and WIU, Hawaii has clear guidelines on what constitutes a WI course, with these notable statements highlighted:

- "Instructors assign formal and informal writing, both in class and out, to increase students' understanding of course material as well as to improve writing skills."
- "[T]he instructor acts as an expert and the student as an apprentice in a community of writers."
- "Writing assignments must make up at least 40% of each student's course grade."
- "The course requires students to do a substantial amount of writing--a minimum of 4000 words, or about 16 pages…. In-class exams and drafts are not counted toward the 4000-word minimum."
- "To allow for meaningful professor-student interaction on each student's writing, the class is restricted to 20 students." ("Hallmarks of Writing-Intensive Courses")

Washington State University

Washington State (WSU) has six general learning goals, including "Communication," which specifies that "Graduates will write, speak, and listen to achieve intended and meaningful understanding." Specifically, they are expected to "Communicate in writing, speech, and presentation in order to convey meaning, significance, emotion and values in and beyond peer groups."

Its website states that WSU's "Writing Program is nationally acclaimed, and for more than two decades has provided time-tested and innovative instructional theories and practices to teach, tutor, and assess writing." In 2009, the Conference on College Composition and Communication awarded them a Writing Program Certificate of Excellence.

As detailed in "Writing Proficiency Requirements" in WSU's catalog, students have to meet these graduation requirements:

- Students have to fulfill a typical "Communication Proficiency" requirement by taking speech communication and writing courses.
- WSU has a robust placement process: "Prior to enrollment in freshman writing courses, all students must take a Writing Placement Examination for the purpose of placement in appropriate writing courses. These placements are mandatory. The Writing Placement Examination is administered during summer New Student Orientation, at the beginning of fall semester, and prior to spring registration. Examination results will place students in the core writing course, Engl 101, Introductory Writing (or Engl 198), or in Engl 101 plus one hour of Engl 102, Writing Tutorial. Students whose first language is not English may be placed in Engl 105, Composition for ESL Students, or Engl 104, Intermediate Grammar and Basic Skills ESL. In some instances, students may be exempted from Engl 101 on the basis of their performance in the Placement Examination."
- WSU, however, does not require official "writing-intensive" courses, but as the catalog states, "General Education courses require student writing of various kinds, both formal and informal, in order to provide

adequate instruction in writing skills and to provide a wide range of student experiences in writing for many purposes and audiences."

- WSU is also well known and lauded for its "rising junior" writing portfolio, which is described in this way: "Successful completion of the University Writing Portfolio is a requirement for graduation at WSU. Students must satisfy this requirement once they have earned 60 credit hours. To complete the University Writing Portfolio, students must submit three papers they have written as a result of previously assigned college course work and take a timed writing exam consisting of two writing exercises. Upon completion of 60 credit hours, students are given two semesters to satisfy the Junior Writing Portfolio. The University Writing Portfolio must be completed before a student enrolls in an [M] course (see below). Visit www.writingportfolio.wsu.edu for more information."
- After successfully completing WSU's University Writing Portfolio, students (native or transfer) have to successfully complete two "writing in the major" courses: "Two courses identified as writing in the major [M] must be included in course work taken to meet departmental requirements. Consult the requirements in the department in which you intend to major. Students must complete the University Writing Portfolio before enrolling in an [M] course."

In addition, WSU offers a number of Writing Group Tutorials, which are "designed to provide maximum writing assistance in connection with writing-intensive courses." As the terminology goes, WSU's "writing-intensive courses" are comparable to EIU's "writing centered courses." Regardless, these tutorials are one-credit and are offered in conjunction with a variety of English and General Education courses. The writing group tutorials function much similar to "writing fellows" programs that are administered though writing centers and/or WAC programs across the country.

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White Paper: Speaking Learning Goal

Speaking in EIU's Mission, Learning Goals and Objectives

EIU Mission Statement

Eastern Illinois University is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture. Throughout their education, students refine their abilities to reason and **to communicate clearly** so as to become responsible citizens and leaders

The mission of the general education program at EIU is threefold:

- to enhance student literacy and **oral communication**;
- to encourage students to think critically and reflectively; and
- to introduce students to knowledge central to responsible global citizenship.

Enhancing Literacy and Oral Communication in General Education

Mindful scholarship requires that students listen and read critically as well as write and **speak clearly** and effectively. Additionally, functioning in a global society requires an appreciation of communication within and among cultures through both the written and spoken word. Therefore, a foundation for further exploration within the general education curriculum, for study in one's major area, and for developing a successful career, requires both course work in and assessment of written and **oral communication skills.**

CASL has developed a program to assess four undergraduate learning goals:

1. EIU graduates will demonstrate the ability to write effectively.
2. EIU graduates will demonstrate the ability **to speak effectively**.
3. EIU graduates will demonstrate the ability to think critically.
4. EIU graduates will demonstrate the ability to function as responsible global citizens.

Speaking Student Learning Objectives

Skills objectives: The student should demonstrate the ability to complete the steps necessary for an oral presentation or formal speaking activity including:

- Collect, analyze, and synthesize source material;
- Recognize the audience, and shape the presentation appropriately;
- Organize ideas effectively;
- Use effective language skills, including appropriate grammar, diction, and sentence structure;
- Use effective verbal communication skills, including volume, rate of speech, and pronunciation, and;
- Employ effective nonverbal communication skills, including eye contact and gestures.
- Cognitive objectives: Quality speaking naturally exhibits content.

EIU Speaking Practices/Requirements

EIU requires a single speaking course (CMN 1310/1390, Introduction to Speech Communication). The course "in listening and speaking" satisfies one-third of the three courses in the Language requirement within General Education.

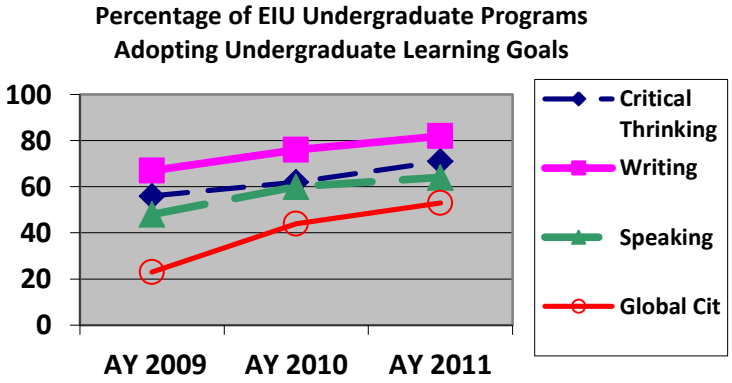
The general education Senior Seminar requires speaking. The objectives of senior seminar states that students should gain experiences in synthesizing, analyzing, and refining ideas/concepts while practicing oral and

written communication. Students will practice their ability to conduct a rational dialogue with others on topics generated by course materials and outside research and express in written and oral forms their synthesis of a topic and a reasoned defense of conclusions flowing from the synthesis.

In 2003 surveys were sent to Senior Seminar instructors regarding the type of speaking experiences which occurred in their courses. Twenty instructors responded. Formal speaking activities included individual oral presentations (N=16), group oral presentations (N=9), team debate (N=6), extended role playing (N=3), and oral interpretation of literature (N=2). Informal speaking activities included quiz shows (N=3), role-playing (N=4), and moderating and/or leading discussion (N= 10), discussion breaking up long lectures (N=6), and using student summaries (N=3).

Although there was discussion about Speaking Across the Curriculum requirements with the general education revision in 2002, there does not appear to be any statements in the catalog regarding speaking in general education courses beyond CMN 1310 and Senior Seminar. In 2001, CAA conducted an analysis of speaking activities in non-general education courses. Departments identified the total number of Speaking Across the Curriculum courses and the types of speaking activities which occurred in the courses. Some departments reported few courses with speaking activities (1-5 courses) while other departments reported high numbers of courses with speaking activities (more than 50 courses).

The figure indicates that speaking is the third most adopted/assessed goal by departments of the four undergraduate learning goals. Although assessment is not an indication of the amount of instruction occurring in departments, speaking assessment in departmental assessment reports has increased from approximately 44% to approximately 62% in the last two years.



EIU Speaking Data

Speaking was the one learning goal that was NOT identified as concern in the 2010-2011 CASL/VPAA Top Priorities for Improvement Based on Student Learning Outcomes Data.

CMN Departmental Assessment

Data from department-level assessment show that students are more comfortable with oral communication after taking the course.

Data from CMN 1310 Spring 2011

Question	**Pre (n = 391)**	**Post (n = 259)**
I feel comfortable delivering a speech	34% (Agree/strongly agree)	82% (Agree/strongly agree)
I know how to verbally cite	23%	92%
I am unsure how to establish credibility	42%	7%
I can create a formal outline	44%	91%
I do not feel confident organizing	26%	4%
I know how to critique a speech	25%	82%

CASL Data Related to Speaking Goal

CASL's yearly full reports on Speaking Assessment and AY11 Executive Summary are available at http://www.eiu.edu/~assess/speechdata.php. Speaking is currently assessed at a university-wide level at EIU using a speaking rubric rated by course instructors in CMN 1310 and Senior Seminar. Over 65% of seniors were rated by Senior Seminar instructors as highly competent while only 31% of the freshman had reached this

level. About 15% of the freshman were minimally to not competent while only 4% of the seniors were minimally to not competent. Trait analysis from the rubric indicated increases in speaking skills from freshman to senior year in Organization (Ms= 3.24, 3.61 respectively), Language (Ms= 3.27, 3.68 respectively), Content/Material (Ms= 3.14, 3.55 respectively), Analysis (Ms = 3.11, 3.55 respectively), Nonverbal Delivery (Ms= 3.03, 3.29 respectively) and Verbal Delivery (Ms 3.11, 3.50 respectively). Analysis of speaking skills at the senior level over time indicates that steady growth in the percentage of seniors rated highly competent from 52% in AY08 and 59% in AY09 & AY10 and 65% in AY11. The vast majority (96%-97% for AY10&AY11) of our students are graduating with speaking skills in the highly competent to competent range.

National Survey of Student Engagement (NSSE) data was collected from 590 seniors in spring 2010. Data indicated that 78% of seniors report that their experiences at EIU have contributed to their knowledge, skills, and personal development in speaking clearly and effectively. These data are higher compared to percentages reported elsewhere (68% of other IL public college/university students, 75% of students in the same Carnegie classification, and 73% of all other NSSE students). In the NSSE, 70% of Eastern's seniors indicated that often or very often make a class presentation compared to 55% of other Illinois public universities, 64% of all schools in our Carnegie class, and 61% of all institutions that completed the NSSE. These numbers show a 6-15% difference.

Speaking: CAA Faculty Survey and Syllabi Review Results

Faculty Survey

45% of surveyed faculty felt that students were at least adequately prepared to speak effectively at the beginning of the course while 23% of faculty felt that students were not adequately prepared to speak effectively or had no basis to judge (30%).

Instructional Practices

Targeting Speaking

· 36% of faculty reported that speaking was very closely or strongly related to the objectives of the course while 44% indicated that speaking skills were minimally or not related to course objectives.

· The Learning Goals Committee syllabi review found that overall 26% of courses had at least 1 learning objective related to students' writing skills while 74% of courses had no learning objectives related to student's writing skills.

  · 84% of 1000 and 2000 level courses did not have learning objectives related to speaking while 66-69% of 3000 and 4000-level courses did not have learning objectives for speaking.

Techniques

· There was limited use of explicit instruction regarding improvement of speaking skills

· 22-26% reported providing handouts/resources about speaking/listening, explicit models of good speaking/listening, or provided information about effectively delivering oral communication

· 19% reported conferencing with individual students about speaking skills

· Less than 13% reported use of instructor, peer, or self-evaluation methods to improve skills in subsequent speaking

Speaking activities utilized

· 43% active listening and providing feedback on oral communication
· 41% informative presentation
· 37% leading small group discussion
· 35% reflecting on or responding to feedback
· 29% group presentation
· 25% preparing for a speech (research, organizing, outlining)
· 24% delivering a speech
· 23% leading large group instruction
· 9% debates

· 7% panel discussions
· 7% interview
· 6% video presentation

Faculty Perceptions of Barriers to Facilitating Speaking Skills

· 49% of faculty believed they are moderately or very prepared and comfortable in developing students' speaking skills while 14% believed they were less or not prepared/comfortable and 27% reported that instructor's skills for developing speaking were not relevant for the course
· 26% of faculty reported "no barriers" and that speaking was effectively targeted in their course
· 44% reported that speaking was not related to the course objectives
· 18% class size
· 15% expected students to have good speaking skills already
· Less than 8%- grading time, speaking not important, negative course evaluations

CAA Syllabi Review

SPEAKING OBJECTIVES IN COURSE SYLLABI

Overall 26% of courses had at least 1 learning objective related to students' speaking skills while 74% (309/415) of courses had no learning objectives related to student's writing skills.

PERCENTAGE OF COURSES WITH 0,1,2,3,4, or 5+ SPEAKING OBJECTIVES IN COURSE SYLLABI BY COURSE LEVEL						
	0	1	2	3	4	5 or more
1000-Level	84% (47/56)	13% (7/56)	2% (1/56)	0	0	2% (1/56)
2000-Level	85% (90/106)	13% (14/106)	1% (1/106)	0	1% (1/106)	0
3000-Level	69% (117/169)	25% (42/169)	3% (5/169)	2% (3/169)	1% (1/169)	1% (1/169)
4000-Level	65% (55/84)	29% (25/84)	4% (3/84)	1% (1/84)	0	0
Total	74% (309/415)	21% (88/415)	2% (10/415)	1% (4/415)	½ % (2/415)	½% (2/415)

PERCENTAGE OF COURSES WITH 0,1,2,3,4, or 5+ SPEAKING OBJECTIVES IN COURSE SYLLABI BY COLLEGE						
	0	1	2	3	4	5 or more
A&H	66% (103/155)	25% (39/155)	3% (5/155)	3% (4/155)	1% (2/155)	1% (2/155)
CEPS	52% (33/63)	43% (27/63)	5% (3/63)	0	0	0
LCBAS	73% (35/48)	25% (12/48)	2% (1/48)	0	0	
COS	93% (138/149)	7% (10/149)	1% (1/149)	0	0	0
Total	74%	21%	2%	1%	½ %	½%

	(309/415)	(88/415)	(10/415)	(4/415)	(2/415)	(2/415)

PERCENTAGE OF COURSES WITH 0,1,2,3,4, or 5+ SPEAKING OBJECTIVES IN COURSE SYLLABI IN GEN ED AND MAJOR COURSES						
	0	1	2	3	4	5 or more
Humanities	61% (14/23)	39% (9/23)	0	0	0	0
FineArts	75% (9/12)	25% (3/12)	0	0	0	0
Language	67% (2/3)	0	0	0	0	33% (1/3)
Math	100% (6/6)	0	0	0	0	0
Biology	100% (9/9)	0	0	0	0	0
Physical Sci	100% (17/17)	0	0	0	0	0
SocBeh Sci	83% (15/18)	17% (3/18)	0	0	0	0
Senior Sem	75% (3/4)	25% (1/4)	0	0	0	0
Major Courses	69% (234/338)	21% (72/338)	3% (10/338)	1% (4/338)	1% (2/338)	0% (1/338)
Total	74% (309/415)	21% (88/415)	2% (10/415)	1% (4/415)	½ % (2/415)	½% (2/415)

Best Practices Speaking Literature Review

Importance of Oral Communication Skills

The Boyer Commission's 2003 report notes that employers and university faculty and administrators are concerned about students' lack of effective oral communication skills (Boyer Commission, 2003). EIU's current examination of the four undergraduate learning goals presents a chance to address this and other concerns about the teaching of foundational skills. Other institutions have re-vitalized their general education plans by evaluating their learning goals, including communication, and such reflexivity is an important part of accounting for the value, quality, and continuing improvement of our curricula and instruction (Allen, 2002, p. 26).[1]

Turning to communication in particular, scholars in communication pedagogy have effectively argued for the centrality of communication education in higher education (Morreale & Pearson, 2008). These scholars note that communication education helps students' self-development by improving their communication skills, resulting in improved interpersonal and professional relationships (p. 225). Such a statement points out that introductory speech courses do not only teach speaking skills. These courses also provide an opportunity for

[1] Allen's article is based on curricular revision at California State University, Long Beach and also serves as the basis for one of our model institutions.

students to build important foundational skills relevant to academic and professional success, such as: researching, organizing, critiquing messages, and listening, among many others. The National Communication Association provides useful resources related to the identification and development of communication competencies, which informs the work of our sub-committee (Morreale, Rubin, & Jones, 1998).[2] Data from department level assessment at EIU provide evidence that students report more confidence and competence relevant to these skills after taking the introductory speaking course (see table above).

Oral communication remains a foundational part of general education because speaking and listening are fundamental to success in college and beyond and student success in college is linked to their attitudes toward communication (Allen, 2002, p. 29). While there seems to be little debate at EIU about the veracity of the first claim, the second claim warrants elaboration.

Aside from the self-reported data in national surveys that rank the fear of public speaking high for Americans, decades of research conducted by communication scholars shows that communication apprehension (CA) is common among college students. Communication apprehension (CA) is fear or anxiety experienced by a person due to real or perceived communication with another person or persons. CA is a more general term that includes multiple forms of communication, not just public speaking. At least 15 to 20% of college students experience high trait CA, meaning they are generally anxious about communication (Priem & Solomon, 2009). Public speaking anxiety is a type of CA that produces physiological, cognitive, and behavioral reactions in people when faced with a real or imagined presentation. Research on public speaking anxiety has focused on three key ways to address this common issue: systematic desensitization, cognitive restructuring, and skills training. CMN 1310 is the only course in the university curriculum that addresses these concerns, and addressing CA and PSA is important, as they are "related to negative academic consequences such as negative attitudes toward school, lower over-all classroom achievement, lower final course grades, and higher college attrition rates" (Allen, 2002, p. 29).

The National Communication Association (NCA) recommends that faculty and administrators select communication competencies that are most relevant to their goals and mission and that instruction is then geared toward meeting these competencies. Recommended competencies for college graduates include: message development and organization, audience analysis and adaptation, expression/delivery, listening, evaluation and analysis of evidence, and an understanding of communication ethics. National Communication Association's recent resolution on the role of communication courses and communication faculty in general education provides useful information regarding the best instructional practices for teaching oral communication skills.[3] These recommendations include creating "speaking and listening assignments [that] afford students the opportunity to engage in critical thinking and information and media literacy…[assignments in which] they learn to construct messages as well as articulate and defend their ideas while at the same time critically evaluating the arguments of others." These recommendations can be implemented in any course with a communication component through instructional practices that deliberately and explicitly include them in student learning outcomes and corresponding assignments.

[2] To see a detailed description of NCA's competencies for college level speaking, see the following link: http://natcom.org/Secondary.aspx?id=119&terms=college%20speaking%20competencies

[3] http://www.natcom.org/uploadedFiles/Teaching_and_Learning/Resolution%20in%20Support%20of%20Communication%20as%20a%20General%20Education%20Requirement%20Final%20Copy.pdf

Model/Peer Institutions Speaking Practices

Regarding best practices for speaking as a component of general education, many institutions have implemented Communication Across the Curriculum (CXC) programs, which integrate speaking and writing into the curriculum. These programs are often combined with Writing Across the Curriculum (WAC) programs, although the amount of interaction, interdependence, and cooperation between the programs varies greatly.

One predominant model for a CXC program is centered around a speaking requirement that is typically hosted by the Communication Department (like at EIU), and speaking is supposed to be reinforced in other courses. The degree to which speaking is actually reinforced varies. Some schools incentivize speaking instruction by assessing speaking at the department level and perhaps even setting benchmarks that departments should meet. Other schools support speaking beyond the basic course through faculty development and training in speaking instruction or through other resources like a Speaking Center.

The other predominant model is the speaking intensive program, in which some schools offer courses with "speaking intensive (SI)" designations, and require that students take a certain number of SI courses. It is important to note that there are strong recommendations against viewing CXC programs as a replacement or substitute for basic communication instruction provided by faculty in communication departments (National Communication Association, p. 12).

We draw upon some model/best practices from California State University Long Beach in order to ensure that our basic course in oral communication meets the needs of various departments and that speaking is integrated into and reinforced in courses beyond the introductory course. Other institutions have maintained a centralized course or courses that fulfill an oral communication requirement within communication departments (Allen, 2002, p. 34). Although housed within one department, it is important that the foundational speaking course not be managed from a "one size fits all" approach since the course serves students from all majors on campus (p. 34). In addition, it is important that students be able to integrate the skills they learn in the introductory speaking course into other courses they are taking (horizontal integration) and courses they have taken or will take (vertical integration). One suggestion for how such integration could take place includes the use of a student portfolio, which is a purposeful collection of student work from the course that includes reflection papers corresponding to particular assignments and/or learning objectives. Portfolios could also be used as a source of assessment data (Allen, 2002, p. 35). Finally, while the introductory speaking course provides important scaffolding in regards to oral communication skills, it is important that the three components of speaking (preparation, delivery, and listening/processing feedback) that make up our proposed revised definition be reinforced in other general education and major courses.

We also draw upon model/best practices from North Carolina State University's "Communication in the Disciplines" (CID) approach, which is an alternative to typical CXC models. The CID approach views the basic communication course as a place for developing foundational skills that prepare students to then learn discipline specific skills and discourses related to their field of study/major (Dannels, 2001). The model emphasizes the contextual nature of oral communication and stresses the importance of skill development in courses beyond the basic course. This model would help EIU integrate speaking into classes beyond the foundational basic course without going as far as implementing speaking intensive courses in every major. Such efforts could be supported by the Speaking Across the Curriculum committee at EIU. Data collected in the next phase of CAA's general education learning goal evaluation process will help determine how this model might fit into our future steps.

The Illinois Articulation Initiative has specific stipulations about what courses in the state can be approved as a C2 900 (Oral Communication Course). The course can be an overview of communication theories and concepts (referred to as a hybrid course) or a public speaking course. In either case, students are expected to meet

competencies in theory and practice related to 17 objectives. Required assignments include three substantive speeches, requiring verbal citation of sources, consisting of 5 continuous minutes of speaking, and one speech must be informative and one persuasive.[4]

Given that these restrictions affect every IAI institution in Illinois, we decided to take what we learned from our model institutions and intersect that with current practices at Illinois State University, which we have identified as our model Illinois/IAI institution. ISU's implementation of speaking into their general education curriculum shows how an institution, similarly restricted by IAI requirements, can meet and exceed those requirements while providing their students with an exceptional and integrated speaking experience.

ISU's general education goal that addresses speaking: "Provide for the systematic development of critical thinking, quantitative reasoning, and communication skills. As a result, students will be able to: a. critically evaluate a wide variety of ideas and express that analysis in both writing and speaking." They service this goal through a two-course sequence that is part of their "first year experience." Students take COM 110: Communication as Critical Inquiry[5] and ENG 101: Composition as Critical Inquiry during their first year, which also includes an information literacy component that is taught in conjunction with the library. While the subcommittee believes that writing and speaking should be separate learning goals, we also believe this type of integration of writing and speaking into a first year experience could be a useful best practice to model.

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[4] More information about IAI's Oral Communication Requirement: http://www.itransfer.org/iai/Faculty/Course/ListCourses.aspx?section=faculty&subsection=course&topic=desc&desc=C2900

[5] For more information about COM 110, see the following link: http://communication.illinoisstate.edu/com110/index.shtml

White Paper: Critical Thinking Learning Goal

Critical Thinking in EIU's Mission, Learning Goals and Objectives

EIU Mission Statement

Eastern Illinois University is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the **methods and results of free and rigorous inquiry** in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture. Throughout their education, students refine their **abilities to reason** and to communicate clearly so as to become responsible citizens and leaders

Eastern Illinois University's undergraduate catalog introduces its general education curriculum with the header: "Responsible Global Citizenship through Mindful Scholarship." This statement implies that EIU's curriculum should include **intellectually stimulating** content and opportunities for students to **reflect** on the content and apply it in their lives.

The mission of the general education program at EIU is threefold:
- to enhance student literacy and oral communication;
- to encourage students to **think critically and reflectively**; and
- to introduce students to knowledge central to responsible global citizenship.

CASL has developed a program to assess four undergraduate learning goals:
1. EIU graduates will demonstrate the ability to write effectively.
2. EIU graduates will demonstrate the ability to speak effectively.
3. EIU graduates will demonstrate the ability **to think critically.**
4. EIU graduates will demonstrate the ability to function as responsible global citizens.

Critical Thinking Student Learning Objectives

Skill Objectives: The students should demonstrate the ability to:
- Sort, evaluate, and interpret information;
- Formulate hypotheses and strategies for analysis;
- Comprehend and extract significant evidence;
- Recognize and evaluate assumptions, evidence, and reasoning;
- Detect fallacious arguments;
- Reason deductively; and
- Apply techniques, rules, and models to solve problems.

EIU Critical Thinking Practices/Requirements

Critical and Reflective Thinking in General Education

Although there is no specific course required in critical thinking/logic, the description of general education at EIU emphasizes how critical and reflective thinking should be a foundational skill embedded within core requirements. The catalog description reads as follows:

> Mindful scholars engage in a process of critical thinking learned through study in the traditional disciplines: physical and biological sciences, social and behavioral sciences, and humanities and fine arts.
> Developing analytical thinking skills and working in the modern world require knowledge of mathematics. Additionally, study in any of the sciences requires mathematical skills. Consequently, the general education program requires one course from a select group in that discipline. In physical and

biological science courses, students experience the rigor and practice of scientific inquiry through classroom and laboratory experiences. They learn to consider analytically the methods of describing, predicting, understanding, and explaining physical and biological phenomena. In these courses, students confront the social, economic, political, and ethical implications of science and technology as well as the dilemmas they create.

The social and behavioral sciences focus more directly on understanding society and the individual. In these courses, students will have the opportunity to apply various methods of inquiry and analysis, both quantitative and qualitative, to the study of the human condition. These sciences emphasize the importance of understanding the diversity of human cultures, their socio-historical context, and one's personal responsibility for being not only a good citizen, but also a steward of the environment.

The humanities provide sources and methods for reflection upon human experience in its historical, literary, philosophical, and religious dimensions. The basis of instruction in these disciplines is primarily the interpretation and critical analysis of written texts.

EIU Senior Seminar

Much of the rationale and objectives for the required general education Senior Seminar focuses on critical thinking, problem-solving, synthesis, integration and reflection. The stated purpose of Senior Seminar is to broaden the educational experience for seniors using a cross-disciplinary, synthesizing approach. Under the guidance of a faculty member from a department other than their own, students of various majors will come together to read, discuss, and write about the topic of the individual seminar. This experience will afford an ideal opportunity for students to reflect on their particular education in the light of a range of cross-disciplinary concerns which will be available in senior seminars each semester. The exposure to another discipline's viewpoint on an issue as provided by the faculty member, coupled with the cross-disciplinary flavor provided by the mixture of students from different disciplines, should create an ideal atmosphere for broadening views and judging the applicability as well as the limits of one's training toward the understanding and resolving of problems which are truly cross-disciplinary in scope.

The senior seminar should give students experiences in synthesizing, analyzing, and refining ideas/ concepts while practicing oral and written communication. To this end, students will

- have the opportunity to obtain information on a topic from a variety of written sources, some including quantitative data.
- demonstrate their critical thinking skills by processing information from diverse sources.
- practice their ability to conduct a rational dialogue with others on topics generated by course materials and outside research.
- express in written and oral forms their synthesis of a topic and a reasoned defense of conclusions flowing from the synthesis.
- bring the skills and viewpoints acquired in their major curricula to bear on problems/situations not directly studied in their major field.
- find links between their formal course work and contemporary problems/events.
- learn to analyze their own views in light of readings and discussions in order to make informed, responsible, and ethical civic and personal decisions.

Integrative Learning Initiative at EIU

A Provosts initiative regarding integrative learning began in 2009. The definition of Integrative Learning at EIU is modeled on an AAC&U description. Integrative learning encourages students to make connections among all aspects of their lives--academic, professional and personal--and apply learning gained in classes and other life experiences to new, complex situations. EIU provides significant learning and life opportunities through which students, faculty and staff work together to connect academic, professional and personal activities into a harmonious whole. As students reflect on the meaning of their learning and their lives, they

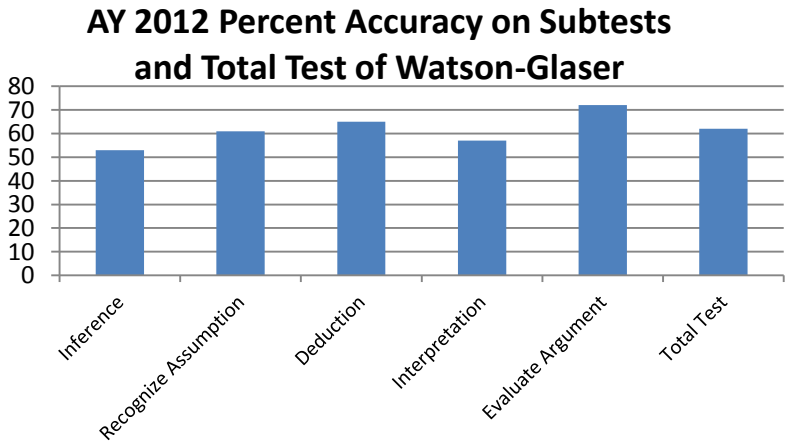
become confident, lifelong learners and engaged, responsible citizens. Integrative learning includes integration of knowledge and experiences, reflection/metacognition, intentionality, engagement and problem solving, all of which can facilitate better critical thinking skills in our students.

Critical Thinking and Academic Rigor in EIU's Strategic Plan

EIU's 2010-2011 Strategic Planning process identified a theme of Academic Quality/Academic Excellence (Enhancing Scholarly and Creative Activities, Rigorous Academic Programs Complemented by Faculty-Student Scholarship, Excellence in Academic Environment, Improving Academic Rigor, Relevance and Relationships). The Goals and Actions of the Strategic Plan includes an objective to conduct a longitudinal study of critical thinking in order to provide a substantive report on the issues that contribute to the development of critical thinking among Eastern students. *Estimated cost, $25,000.*

EIU Critical Thinking Data

CASL's yearly full reports on Critical Thinking Assessment and AY11 Executive Summary are available at http://www.eiu.edu/assess/wgdata.php . Critical thinking is currently assessed at a university-wide level at EIU using the Watson-Glaser Critical Thinking Appraisal (WGCTA). The WGCTA has been administered in senior seminars at EIU since 2002. It is a standardized test designed to measure the following critical thinking skills: inference, recognition of assumption, deduction, interpretation, and evaluation of arguments. The skill that seniors were able to do with greater than 70% accuracy was to Evaluate an Argument. Making Inferences and Interpretations were only between 50-55% accurate. (There are 7-9 items evaluated for each skill, so these subscales must be interpreted cautiously.)

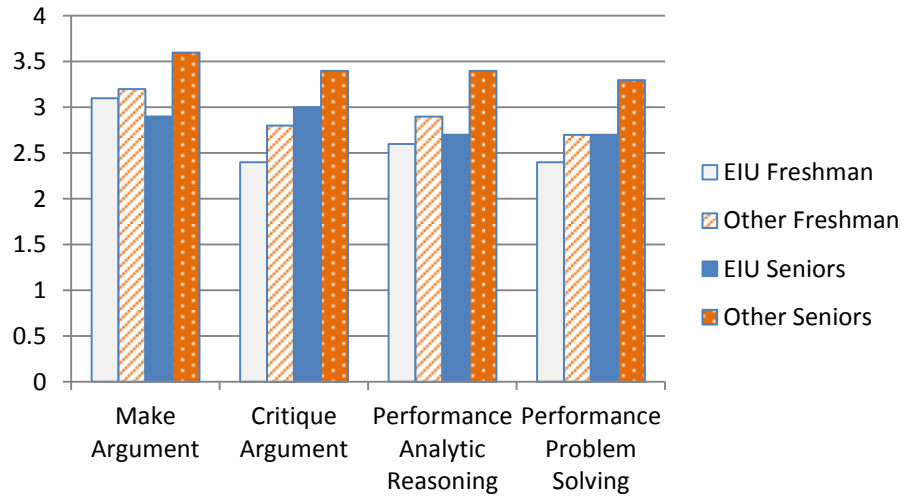


Whereas the WGCTA suggests a slight increase in students' critical thinking skills in the most recent academic year, this improvement is not reflected in the analyses of the readers of the Electronic Writing Portfolio (EWP). Data from EWP readers indicate that critical thinking is a skill that needs to be improved. Trained readers have suggested that making arguments, development of the thesis, and analyzing others' positions are weaknesses in many of the completed EWP portfolios. In the Fall 2012, over 400 papers were evaluated from the EWP and only 32% of the papers seemed to ask students to attempt to use higher level critical thinking skills.

Besides the Watson-Glaser and the EWP evaluations, recent trials of the Collegiate Learning Assessment (CLA), administered to 100 freshmen and 100 seniors, showed no improvement of critical thinking. The CLA is designed to see if critical thinking improves over the time spent engaging in higher education. The direct measure employed by the VSA in 2010, the Collegiate Learning Assessment, showed only 22% of Eastern seniors above or well above expected performance levels on tasks such as critiquing an argument, making an

argument, and writing analytically, while 24% percent of our seniors were below the expected level and 38% were well below this level.

The Collegiate Learning Assessment was re-administered to freshman in Fall 2011 and seniors in Spring 2012. Data are depicted in the bar chart. Growth from freshman to senior year, was similar to other colleges in ability to Critique an Argument. There was no growth at EIU from freshman to senior year in ability to Make an Argument. There was much smaller growth from freshman to senior year compared to other colleges in Analytic Reasoning and Problem Solving in Performance Tasks. No transfer students were part of the sample.



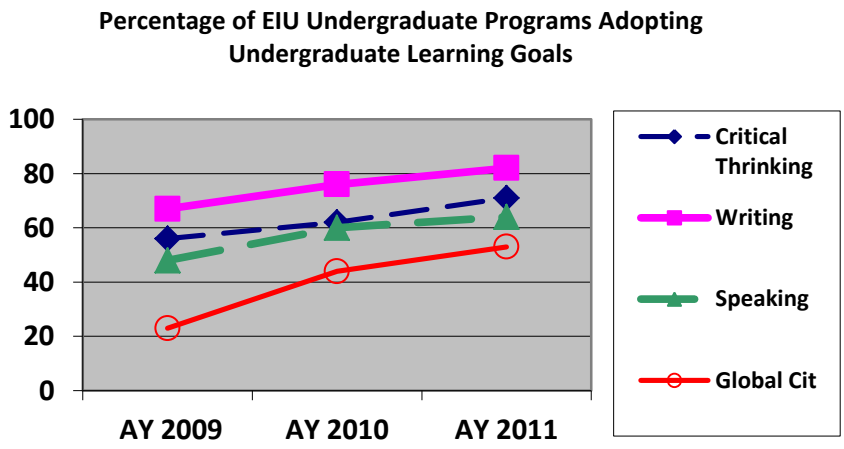
	Value-Added Performance Level	Value-Added Percentile Rank compared to other CLA universities
Total CLA Score	BELOW Expected	7
Performance Task	BELOW Expected	10
Analytic Writing	BELOW Expected	9
Make-an-Argument	BELOW Expected	5
Critique-an-Argument	NEAR Expected	28
Value added takes into account beginning ACT level and looks at growth in scores from Freshman to Senior year.		

The National Survey of Student Engagement (NSSE) is an indirect measure that was administered in SP10 to freshmen (330) and seniors (590). Positive NSSE Data: Eastern seniors were on par with seniors at other Illinois public institutions, our Carnegie class, and all other NSSE schools with 88% indicating Eastern has contributed quite a bit or very much to their thinking critically and analytically. Eastern is higher by 3-6% than the other institutions' seniors when asked how much their coursework has emphasized making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions. Negative NSSE Data: When asked how much in the current year they had been asked to memorize facts and then repeat them in the same form, 63% of EIU seniors answered "very much" or "quite a bit". While students at comparable universities answered similarly, these are high percentages for rote memorization at the senior level and indicate that critical thinking activities such as analysis and evaluation may be less prevalent than desirable.

In the Spring of 2006, the Critical Thinking Subcommittee for CASL surveyed general education faculty to determine how the critical thinking skills of EIU students were assessed in general education courses. Online

surveys were distributed to 260 faculty who had taught a total of 284 general education courses in Fall 2005 and/or Spring 2006. Of this number, 78 faculty members responded representing 136 sections of general education courses. All colleges offering general education courses were represented. The Analysis of Faculty Responses to Critical Thinking Survey was prepared by Drs. Hopgood, Burns, and Wilkinson. Instructors representing 97 course sections (71%) formally assessed critical thinking in their general education courses. Instructors representing 39 course sections (29%) indicated that critical thinking skills were not formally assessed. The 29% of faculty who responded they did not assess critical thinking were asked why. The most commonly cited reason was that critical thinking was not a graded component of the course. Other less common reasons included class size, lack of rubric, and time. The 71% of faculty who evaluated critical thinking were asked to rank order the facets of critical thinking that they assess. Sorting, evaluating and interpreting information was the most evaluated followed by comprehending and extracting significant evidence. Applying techniques, rules and models to solve problems and detecting fallacious arguments were the least assessed. Respondents reported that 2-100% (M=49%) of the total grade was allocated to critical thinking.

The figure below shows the percentage of departments who were assessing and reporting results for critical thinking and the other learning goals from 2009-2011. Critical thinking is now assessed by more than 70% of undergraduate programs.



Overall, the CLA assessment suggests no improvement of students' critical thinking skills over four years at EIU and the EWP assessment suggests that critical thinking skills need improvement. These results indicate that, regardless of faculty attitudes or practices, students' critical thinking skills generally do not improve over the course of their academic careers and that students leave EIU without needed skills with regard to analysis and argumentation.

Critical Thinking: CAA Faculty Survey and Syllabi Review Results

Faculty Survey

52% of surveyed EIU instructors reported that their students' critical thinking skills were adequate or better at the beginning of their course while 38% of faculty reported the majority of the students were either "less than adequately prepared" or "not prepared at all" to think critically

Instructional Practices

Targeting Critical Thinking

· 77% of faculty reported that the critical thinking goal was either very closely related to, or strongly related to, the objectives of the course.

· The Learning Goals Committee syllabi evaluation found that 68% of the course syllabi surveyed contained at least 1 learning objective related to improving students' critical thinking skills, or indicated a requirement for students to use high level thinking skills
  · Overall 33% of course syllabi with learning objectives contained all lower level thinking skills (comprehend, describe, summarize). (42% at the 1000-level, 29% at the 3000-level, and 24% at the 4000-level)

Techniques

· Approximately 2/3 of instructors reported providing explicit models of thought processes, instruction, coaching, or activities to develop critical thinking skills.
· Approximately 1/3 provided handouts, resources and expectations for critical thinking in assignments.
· About 20% required self or peer evaluation of critical thinking

Assignments and Evaluation

· Faculty Responses regarding Critical Thinking in Exam Questions
  · 42% of faculty reported that the majority of their exam questions (61-100%) required students to recall and comprehend information/concepts
  · 31% of faculty reported that the majority of their exam questions required students to apply or analyze information/concepts
  · 25% of faculty reported that the majority their exam questions required students to synthesize or evaluate
· 2010 Student NSSE response: When asked how much in the current year they had been asked to memorize facts and then repeat them in the same form, 63% of EIU seniors answered "very much" or "quite a bit"
· Faculty report that writing based on summarization predominates (40% reported summary of a single source, 50% reported reflections of personal experiences and opinions, 41% in-class writing to learn).
· Fewer higher-level thinking writing assignments (30% professional writing requiring integration/interpretation from multiple sources, 26% academic research papers, 26% longer reaction papers with multiple sources).
· Electronic Writing Portfolio submissions support faculty report- many papers in EWP are summary of personal experiences and opinions and summaries of a single source in EWP. Some application papers. Small proportion of papers which require students to analyze, synthesize, evaluate. When students attempt these assignments they are unable to develop a coherent argument or choose evidence to build rationale for position/decision.
· 60% of faculty reported that they only occasionally or never use detailed grading criteria or rubrics to give feedback to students in assignments regarding critical thinking

Faculty Perception of Gains in Course

42% said students' critical thinking skills improved substantially or quite a bit
46% said slightly or somewhat

Faculty Perception of Barriers to Facilitating Critical Thinking

· 88% of faculty felt they are moderately or very prepared and comfortable in developing students' critical thinking skills while 11% felt less or not prepared/comfortable
· 47% of faculty reported "no barriers" and that critical thinking was effectively targeted in their course
· 35%- Dense content- majority of class time spent on dissemination and comprehension of content
· 31%- Difficult to assess
· 29% - Introductory course within discipline requires focus on learning basic facts
· 18%- Time consuming nature of developing and grading relevant active learning projects/papers
· 18%- Class size
· 17%- Instructor assumed/expected students to have learned critical thinking skills already
· 6% - Learning goal not related to course content
· 4%- Concerns about negative student feedback on course/instructor evaluations
· 4% -Lack of instructor knowledge/skills in teaching/facilitating critical thinking
· 2%- Instructor did not see developing critical thinking skills as important

· Numerous open ended responses about student skills, rigor expectations, unwilling/unable to engage in critical thinking
· 28 of the 58 comments (48.3%) , referred to the students' resistance, lack of preparation, and/or inability to engage in critical thinking

Syllabi Review

CRITICAL THINKING OBJECTIVES IN COURSE SYLLABI (specifically mentioned fostering thinking skills or included high level thinking words in objective such as analyze, evaluate, critique, synthesize)
Overall 67% of courses had at least 1 learning objective related to improving students' thinking skills or required students to use high level thinking skills while 33% (136/408) of courses had only low level thinking objectives.

PERCENTAGE OF COURSES WITH 0,1,2,3,4, or 5+ CRITICAL THINKING OBJECTIVES IN COURSE SYLLABI BY COURSE LEVEL						
	0	1	2	3	4	5 or more
1000-Level	42% (22/53)	28% (15/53)	17% (9/53)	8% (4/53)	2% (1/53)	4% (2/53)
2000-Level	44% (45/103)	27% (28/103)	13% (13/103)	10% (10/103)	3% (3/103)	4% (4/103)
3000-Level	29% (49/168)	31% (52/168)	19% (32/168)	11% (19/168)	5% (9/168)	3% (5/168)
4000-Level	24% (20/84)	38% (32/84)	23% (19/84)	7% (6/84)	4% (3/84)	5% (4/84)
Total	33% (136/408)	32% (129/408)	18% (73/408)	10% (39/408)	4% 16/408	4% 15/408

PERCENTAGE OF COURSES WITH 0,1,2,3,4, or 5+ CRITICAL THINKING OBJECTIVES IN COURSE SYLLABI BY COLLEGE						
	0	1	2	3	4	5 or more
A&H	26% (39/151)	32% (48/151)	20% (30/151)	13% (19/151)	5% (8/151)	5% (7/151)
CEPS	22% (14/63)	44% (28/63)	19% (12/63)	8% (5/63)	1% (1/63)	4% (3/63)
LCBAS	31% (15/48)	31% (15/48)	19% (9/48)	13% (6/48)	4% (2/48)	2% (1/48)
COS	47% (68/146)	26% (38/146)	15% (22/146)	6% (9/146)	3% (5/146)	3% (4/146)
Total	33% (136/408)	32% (129/408)	18% (73/408)	10% (39/408)	4% 16/408	4% 15/408

PERCENTAGE OF COURSES WITH 0,1,2,3,4, or 5+ CRITICAL THINKING OBJECTIVES IN COURSE SYLLABI IN GEN ED AND MAJOR COURSES						
	0	1	2	3	4	5 or more

Humanities	22% (5/23)	35% (8/23)	22% (5/23)	22% (5/23)	0	0
FineArts	44% (4/9)	33% (3/9)	0	22% (2/9)	0	0
Language	0	33% (1/3)	33% (1/3)	0	33% (1/3)	0
Math	67% (4/6)	17% (1/6)	0	0	0	17% (1/6)
Biology	33% (3/9)	11% (1/9)	44% (4/9)	11% (1/9)	0	0
Physical Sci	33% (5/15)	47% (7/15)	13% (2/15)	7% (1/15)	0	0
SocBeh Sci	39% (7/18)	11% (2/18)	11% (2/18)	11% (2/18)	17% (3/18)	11% (2/18)
Senior Sem	25% 1/4	50% (2/4)	0	25% (1/4)	0	0
Major Courses	33% (107/321)	32% (104/321)	18% (59/321)	8% (27/321)	5% (12/321)	5% (12/321)
Total	33% (136/408)	32% (129/408)	18% (73/408)	10% (39/408)	4% 16/408	4% 15/408

Best Practices in Critical Thinking Literature Review

One of the primary aims of undergraduate education is to develop citizens who are able to engage in critical thinking and clear communication. However, there is ample evidence to suggest that university graduates are not widely perceived as possessing these benchmark traits (Bok, 2006). A 2006 report issued by US Department of Education entitled, *Test of Leadership: Charting the Future of American Higher Education* notes that "… there are disturbing signs that many students who earn degrees have not actually mastered the reading, writing, and thinking skills we expect of college graduates" (p. vii). EIU is not alone in struggling with how to best develop critical thinking skills. Arum and Roksa (2011) followed 2,322 traditional-age college students from the fall of 2005 to the spring of 2009 and examined testing data from the CLA and student surveys from the NSSE at a broad range of 24 U.S. colleges and universities, from the highly selective to the less selective. Forty-five percent of students made no significant improvement in their critical thinking, reasoning or writing skills during the first two years of college, according to the study. After four years, 36 percent showed no significant gains in these so-called "higher order" thinking skills. Additionally, by combining the hours spent studying and in class, students devoted less than a fifth of their time each week to academic pursuits. By contrast, students spent 51 percent of their time — or 85 hours a week — socializing or in extracurricular activities. Students who took courses heavy on both reading (more than 40 pages a week) and writing (more than 20 pages in a semester) showed higher rates of gains in writing and critical thinking.

The Association of American Colleges and Universities (AAC&U) in its 2007 report, *College Learning for the New Global Century*, identified intellectual and practical skills, including critical and creative thinking, inquiry and analysis, and written and oral communication as elements of the essential learning outcomes that students should gain across their college experiences. For liberal education and for professional preparation at the collegiate levels, educators must commit to sharpening students' cognitive skills and strengthening their disposition towards critical thinking. Furthermore, and importantly, the AAC&U report posits that this simply cannot be accomplished by focusing on general education courses alone, but these aims must be woven into majors as well. Their report states, "The majors also have a crucial role to play in fostering rich knowledge, strong intellectual and practical skills, an examined sense of personal and social responsibility, and the ability to

integrate and apply knowledge from many different contexts" (AAC&U, 2007a, p. 28). The AAC&U (2007b) report, in addition to providing a blueprint for action for educational leaders, articulates the importance of students achieving essential learning to improve their own quality of life as citizens and to advance our nation's democracy and economic well-being. Peter D. Hart Research Associates (2006) were commissioned by the AAC&U to conduct focus groups and a national survey of employers and recent college graduates and summarized the essential learning outcomes colleges and universities should place more emphasis on, which include: (a) concepts and new developments in science and technology; (b) the ability to apply knowledge and skills to real-world settings through internships and hands-on experiences; (c) the ability to effectively communicate orally and in writing; and (d) critical thinking and analytical reasoning skills. Thus, there is overwhelming consensus from multiple constituencies on the importance of higher education enhancing critical thinking and communication competencies among its students. There is almost universal consensus among faculty that teaching critical thinking is a principal aim of undergraduate education (Bok, 2006); however as noted above students are not acquiring the desired skills.

Definitions of Critical Thinking

There exist research programs and journals dedicated to intelligence, cognitive skills, formal and informal logic, and pedagogy. From these one can extract numerous definitions of "critical thinking," a sample of which appear below. Among this body of knowledge we would like to specifically call attention to the Delphi Research Report by Facione (1990) for the American Philosophical Association. It is a comprehensive report on the state of critical thinking and critical thinking assessment including recommendations for understanding what is meant by "critical thinking," its role within higher education and the broader education context. The report treats critical thinking as not merely an academic skill set, but as a set of character traits that go beyond academic boundaries to enrich the personal and civic lives and responsibilities.

Sample Definitions[†] of Critical Thinking

1. Critical thinking is a process of disciplined thinking that informs beliefs and actions.
2. Critical thinking is a process in which one assesses the quality and relevance of evidence, analyzes and synthesizes data and information, identifies alternative explanations and viewpoints, and draws defensible conclusions.
3. Critical thinking is thinking that explicitly aims at well-founded judgment and hence utilizes appropriate evaluative standards in the attempt to determine the true worth, merit, or value of something.
4. Critical thinking is the examination and test of propositions of any kind which are offered for acceptance, in order to find out whether they correspond to reality or not.
5. Critical thinking is purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based.
6. Critical thinking is a wide range of cognitive skills and intellectual dispositions needed to effectively identify, analyze, and evaluate arguments and truth claims; to discover and overcome personal prejudices; to formulate and present convincing reasons in support of conclusions; and to make reasonable, intelligent decisions about what to believe and what to do.
7. Critical thinking is the active and systematic process of communication, problem-solving, evaluation, analysis, synthesis, and reflection, both individually and in community, to foster

understanding, support sound decision-making, and guide action. 8. Critical thinking is the deliberate process of questioning, evaluating, and responding to problems, scenarios, and arguments in order to reach sound solutions, decisions, and positions that can be defended and explained.
† Definitions have been liberally extracted from the literature with minor modifications, but sources have been deliberately omitted so that the definitions may stand on their own merit.

Despite differences among schools of thought and their approaches to defining critical thinking, there exist areas for agreement. First, researchers of critical thinking typically agree on the specific abilities encompassed by the definition, which include analyzing arguments, claims, or evidence (Ennis, 1985; Facione, 1990; Halpern, 1998; Paul, 1992); making inferences using inductive or deductive reasoning (Ennis, 1985; Facione, 1990; Paul, 1992; Willingham, 2007); judging or evaluating (Case, 2005; Ennis, 1985; Facione, 1990; Lipman, 1988; Tindal & Nolet, 1995); and making decisions or solving problems (Ennis, 1985; Halpern, 1998; Willingham, 2007). Other abilities or behaviors identified as relevant to critical thinking include asking and answering questions for clarification (Ennis, 1985); defining terms (Ennis, 1985); identifying assumptions (Ennis, 1985; Paul, 1992); interpreting and explaining (Facione, 1990); reasoning verbally, especially in relation to concepts of likelihood and uncertainty (Halpern, 1998); predicting (Tindal & Nolet, 1995); and seeing multiple sides of an issue (Willingham, 2007).

Attitudes and Skills of Effective Critical Thinkers

Paul and Elder (2006) define a well-cultivated critical thinker as one who raises vital questions and problems, formulating them clearly and precisely; gathers and assesses relevant information, using abstract ideas to interpret it effectively; comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards; thinks open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and communicates effectively with others in figuring out solutions to complex problems. Critical thinking is more than the successful use of the right skill in an appropriate context. It is also an attitude or disposition to recognize when a skill is needed and the willingness to exert the mental effort needed to apply it. Critical thinking instruction must also address student dispositions. It is not enough to teach college students the skills of critical thinking if they are not inclined to use them. Thus we need to find ways to make students value good thinking and the work that is needed to achieve that goal. Costa and Lowery (1989) and Beyer (1987) also listed attitudes and skills of effective critical thinkers.

Costa & Lowery (1989)- Attitudes of Effective Thinkers	Beyer (1987)- Thinking Skills	Nickerson (1987)- Characteristics of Good Critical Thinkers
1. Persistence: persevering when the solution to a problem is not immediately apparent 2. Decreasing impulsivity 3. Listening to others -- with understanding and empathy 4. Flexibility in thinking 5. Metacognition. Awareness of own thinking. 6. Checking for accuracy and precision. 7. Questioning and problem posing 8. Drawing on past experiences and knowledge	1. Select a clear statement of a problem, a thesis, a question. 2. Deliberately examine a variety of viewpoints. 3. Seek to be well informed. 4. Use credible sources. 5. Seek a number of alternatives. 6. Seek/give reasons. 7. Seek/provide evidence. 8. Be open-minded. 9. Be willing to change a position/judgment when evidence and reasoning are sufficient to do so. 10. Judge in terms of situations, issues,	1. Uses evidence skillfully and impartially 2. Organizes thoughts and articulates them concisely and coherently 3. Distinguishers between logically valid and invalid inferences 4. Suspends judgment in the absence of sufficient evidence to support a decision 5. Understands the difference between reasoning and rationalizing 6. Attempts to anticipate the probable consequences of alternative actions 7. Understands the idea of degrees of belief 8. Sees similarities and analogies that are not superficially apparent

9. Transference beyond the learning situation 10. Precision of language and thought 11. Wonderment, inquisitiveness, curiosity, and the enjoyment of problem solving 12. Cooperative thinking.	purposes, and consequences (not in terms of fixed, dogmatic precepts or emotional, wishful thinking). 11. Persist in carrying out a thinking task. 12. Be slow to believe--be skeptical. 13. Be objective. 14. Suspend judgment when appropriate/sufficient evidence and reasoning are lacking	9. Can learn independently and has an abiding interest in doing so 10. Applies problem-solving techniques in domains other than those in which learned 11. Can structure informally represented problems in such a way that formal techniques, such as mathematics, can be used to solve them 12. Can strip a verbal argument of irrelevancies and phrase it in its essential terms 13. Habitually questions one's own views and attempts to understand both the assumptions that are critical to those views and the implications of the views 14. Is sensitive to the difference between the validity of a belief and the intensity with which it is held 15. Is aware of the fact that one's understanding is always limited, often much more so than would be apparent to one with a noninquiring attitude 16. Recognizes the fallibility of one's own opinions, the probability of bias in those opinions, and the danger of weighting evidence according to personal preferences

Three Models for Facilitating Critical Thinking

One of the first systematic classifications of the processes of thinking and learning was developed by Benjamin Bloom and colleagues (Bloom 1956). This taxonomy contained three overlapping domains: the cognitive, psychomotor, and affective. Within the cognitive domain, Bloom identified six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. The first three levels (knowledge, comprehension, and application) fall into the lower-order thinking skills category, while the last three levels (analysis, synthesis, and evaluation) fall into the higher-order thinking skills category. Numerous authors suggest critical thinking includes the **evaluation** of evidence, **analysis** and **synthesis** of multiple sources, and reflection on varied perspectives and that critical thinking generates a well-developed investigation that incorporates supporting and countering claims. Anderson and Krathwohl (2001) adapted Bloom's model to include language that is oriented towards the language used in expected learning outcome statements. A summary of Anderson and Krathwohl's revised version of Bloom's taxonomy of thinking is provided below. Bloom's Taxonomy has had tremendous influence in assisting instructors of any subject matter to design instructional activities that cover the six levels of the hierarchy. Throughout the years, the levels have often been depicted as a stairway, leading many instructors to encourage their students to "climb to a higher (level of) thought."

Thinking Skill	**Description**	**Key Words**
Remember	recalling relevant terminology, specific facts, or different procedures related to information and/or course topics. At this level, a student can remember something, but may not really understand it	defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states
Understand	the ability to grasp the meaning of information (facts, definitions, concepts, etc.) that has been presented.	comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.

Apply	being able to use previously learned information in different situations or in problem solving.	applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.
Analyze	the ability to break information down into its component parts. Analysis also refers to the process of examining information in order to make conclusions regarding cause and effect, interpreting motives, making inferences, or finding evidence to support statements/ arguments.	analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates
Evaluate	being able to judge the value of information and/or sources of information based on personal values or opinions.	appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports
Create	the ability to creatively or uniquely apply prior knowledge and/or skills to produce new and original thoughts, ideas, processes, etc. At this level, students are involved in creating their own thoughts and ideas.	designs, constructs, plans, produces, invents devises

Paul and Elder (2007) assert that critical thinking competencies take two forms, general competencies that are applicable across disciplines and discipline-specific competencies. Critical thinking is that mode of thinking – about any subject, content, or problem – in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them. According to Paul and Elder (1999), there are two essential dimensions of thinking that students need to master in order to upgrade their thinking. They need to be able to identify the "parts"/elements of their thinking, and they need to be able to assess their use of these parts of thinking. The elements of thinking/reasoning are as follows:

1. All reasoning has a PURPOSE
2. All reasoning is an attempt to FIGURE SOMETHING OUT, TO SETTLE SOME QUESTION, TO SOLVE SOME PROBLEM
3. All reasoning is based on ASSUMPTIONS
4. All reasoning is done from some POINT OF VIEW
5. All reasoning is based on DATA, INFORMATION and EVIDENCE
6. All reasoning is expressed through, and shaped by, CONCEPTS and IDEAS
7. All reasoning contains INFERENCES or INTERPRETATIONS by which we draw CONCLUSIONS and give meaning to data
8. All reasoning leads somewhere or has IMPLICATIONS and CONSEQUENCES

The intellectual standards that are applied to these elements are used to determine the quality of reasoning. Good critical thinking requires having a command of these standards. According to Paul and Elder (1999, 2006, 2007), the ultimate goal is for the standards of reasoning to become infused in all thinking so as to become the guide to better and better reasoning. Instructors first ask the questions and then lead students to ask them. The intellectual standards include:

CLARITY	**ACCURACY**	**PRECISION**
Could you elaborate?	How could we check on that?	Could you be more specific?
Could you illustrate what you mean?	How could we find out if that is true?	Could you give me more details?
Could you give me an example?	How could we verify or test that?	Could you be more exact?
RELEVANCE	**DEPTH**	**BREADTH**
How does that relate to the problem?	What factors make this difficult?	Do we need to look at this from another perspective?
How does that bear on the question?	What are some of the complexities of this question?	Do we need to consider another point of view?
How does that help us with the issue?	What are some of the difficulties we need	Do we need to look at this in other ways?

to deal with?

LOGIC
Does all of this make sense together?
Does your first paragraph fit in with your last one?
Does what you say follow from the evidence?

SIGNIFICANCE
Is this the most important problem to consider?
Is this the central idea to focus on?
Which of these facts are most important?

FAIRNESS
Is my thinking justifiable in context?
Am I taking into account the thinking of others?
Is my purpose fair given the situation?
Am I using my concepts in keeping with educated usage, or am I distorting them to get what I want?

Facione (2011) suggests that interpretation, analysis, evaluation, inference, explanation, and self-regulation are cognitive skills at the core of critical thinking. Facione included a list of questions to "fire up" critical thinking skills in each of these areas (questions were adapted from the California Critical Thinking Skills Test).

Skill	Expert Consensus Description	Sub-skill	Sample Questions to "Fire-Up" Critical Thinking Skills
Interpre-tation	Comprehend and express meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria	Categorize Decode significance Clarify Meaning	What does this mean? What's happening? What is the best way to characterize this?
Analysis	Identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment, experiences, reasons, information or opinion	Examine ideas Identify arguments Identify reasons and claims	What is your conclusion and basis for saying that? Why do you think that? What are arguments pro and con? What assumptions must we make to accept that conclusion?
Inference	Identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and deduce the consequences following from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation	Query evidence Conjecture alternatives Draw conclusions using inductive or deductive reasoning	Given what we know so far, what conclusions can we draw and what can we rule out? What does this evidence imply? What additional information do we need?
Evaluation	Assess the credibility of statements or other representations…and to assess the logical strength of the relationships among statements	Assess credibility of claims Assess quality of arguments that were made using inductive or deductive reasoning	How credible is that claim? How strong are the arguments? Do we have our facts right?
Explanation	State and justify reasoning in terms of evidential, conceptual, methodological, and contextual considerations upon which one's results are based; and to present one's reasoning in the form of cogent arguments.	State results Justify procedures Present arguments	What are the specific findings? How did you come to that interpretation? Explain why this particular decision was made.
Self-Regulation	Self-consciously monitor one's cognitive activities, the elements used in those activities, and the results educed, particularly applying skills in analysis, and evaluation to one's own inferential judgments.	Self-monitor Self-correct	Our position is vague, can we be more precise? How good is our evidence? What are we missing?

Overcoming Barriers to Foster Critical Thinking Skills

Research has shown critical thinking to be crucial to the attainment of a higher order of mental functioning in students. Students who are involved in critical self-awareness (Astin, 1993; Kuh, 2000) and/or who are explicitly taught the fundamentals of critical thinking (Bloom, 1956; Paul & Elder, 1997) are significantly more likely than other students to be active citizens and to think at a measurably higher level than students who do not. In a meta-analysis of 117 empirical studies examining the impact of instructional interventions on students' critical thinking skills and dispositions, Abrami et al. (2008) found that these interventions, in general, have a positive impact, with a mean effect size of 0.34. However, the distribution of effect sizes was highly

homogeneous, with effect sizes varying dramatically by type of intervention and sample characteristics. The authors found that a substantial amount of the variation in effect sizes across studies was driven by pedagogical grounding and by type of intervention. Findings suggest that educators should approach critical thinking instruction both by integrating critical thinking into regular academic content and by teaching general critical thinking skills as a stand-alone component. This finding reinforces the importance of providing explicit instruction in critical thinking rather than simply viewing critical thinking as an implicit goal of a course. The authors also found that interventions in which educators received special training in teaching critical thinking had the largest effect-sizes, compared to studies in which course curricula were simply aligned to critical thinking standards or critical thinking was simply included as an instructional objective. Thus, successful interventions may require professional development for instructors specifically focused on teaching critical thinking (Abrami et al., 2008).

Hatcher (2006) suggested that there are a number of reasons why establishing general education courses in critical thinking will not, of itself, make college students competent critical thinkers. Willingham (2007) argued that it is easier to learn to think critically within a given domain than it is to learn to think critically in a generic sense. Similarly, Bailin (2002) suggested that domain-specific knowledge is necessary for critical thinking because what constitutes valid evidence, arguments, and standards tends to vary across domains. Paul (1996) suggested teaching across the curriculum focused on a substantive concept of critical thinking appeals to reason and evidence. It encourages students to discover as well as to process information. It provides occasions in which students think their way to conclusions, defend positions on difficult issues, consider a wide variety of points of view, analyze concepts, theories, and explanations, clarify issues and conclusions, solve problems, transfer ideas to new contexts, examine assumptions, assess alleged facts, explore implications and consequences, and increasingly come to terms with the contradictions and inconsistencies of their own thought and experience. It engages students in the thinking required to deeply master content.

AAC&U's 2007 report, *College Learning for the New Global Century* made recommendations in developing excellence through teaching the art of Inquiry and Innovation which includes immersing all students in analysis, discovery, and problem solving. They suggest that a complex world, there is no way that students can master everything they "need to know." The scope is too broad, and the frontiers of knowledge are expanding far too rapidly. The key to educational excellence, therefore, lies not in the memorization of vast amounts of information, but rather in fostering habits of mind that enable students to continue their learning, engage new questions, and reach informed judgments. The advent of new technologies has created unprecedented opportunities for students to take part in collaborative inquiry, creative projects, and research. The need and the opportunity are there, yet most schools and colleges have barely tested the waters. Faculty members who supervise student research and/or teach "capstone" courses to advanced college students frequently are frustrated by students' poor preparation for tackling complex inquiry and creative projects. That is because few departments and institutions have developed curricula and pedagogies that incrementally foster and assess students' skills in inquiry and innovation as they advance through a course of study. Fundamental change is needed, at all levels of education, to help students develop the intellectual and practical skills basic to inquiry, innovation, and effective communication. AAC& U suggests strategies to develop a new framework of educational excellence such as raising the level of inquiry and problem-based learning. They suggest during freshman year writing assignments and/or oral presentations should ask students to identify a problem/issue and devise and ways to resolve it. Professors could provide guidelines and format. Techniques might include journals, brainstorming, teamwork, or demonstrations. Across the college curriculum, problem-based learning could occur in disciplinary courses as students begin their majors. Projects based on complex issues/problems of the field should ask students to draw on their specific content knowledge as well as on their developing powers of analysis, synthesis, and interpretation. Students should pose their own questions and devise ways of answering them. Active, hands-on learning could alternate with lectures that provide "just-in-time" information that students can apply immediately. At the senior level, a capstone project or thesis in the major (or in general

education) could culminate the inquiry approach to learning by asking students to draw on the knowledge and skills acquired in the major, general education, electives, and co-curricular experiences. The senior capstone experience should clearly state that the capstone requires advanced critical analysis, evidence, synthesis, conceptualization, interpretation, and evaluation. Formative assessments during the experience could provide reminders of the need for insightful use of data, logic, and diverse resources. Overall engaging students with complex issues, questions, and problems where there are real consequences at stake, and by teaching students how to draw and assess knowledge from many sources; this problem-centered approach to education has potential for preparing students both for the challenges critical thinking in life after college.

Kurfiss (1988) identified eight principles to foster students' critical thinking skills: 1) Critical thinking is a learnable skill; the instructor and peers are resources in developing critical thinking skills. 2) Problems, questions, or issues are the point of entry into the subject and a source of motivation for sustained inquiry. 3) Successful courses balance challenges to think critically with support tailored to students' developmental needs. 4) Courses are assignment centered rather than text and lecture centered. Goals, methods, and evaluation emphasize using content rather than simply acquiring it. 5) Students are required to formulate and justify their ideas in writing or other appropriate modes. 6) Students collaborate to learn and to search their thinking, for example, in pair problem solving and small group work. 7) Several courses, particularly those that teach problem-solving skills, nurture students' metacognitive abilities. 8) The developmental needs of students are acknowledged and used as information in the design of the course. Teachers in these courses make standards explicit and then help students learn how to achieve them.

Paul and Elder (2003) summarized thirty practical ideas for improving students' learning and critical thinking which focus on three key concepts: 1) Build self and peer critical evaluation skills by explicitly teaching students to assess writing, speaking, reading and listening, and then make students develop strategies to use and improve these skills repeatedly throughout the course. Incorporate intellectual standards into the assessment process. 2) Explicitly model skilled thinking for students/ "think aloud"- puzzle through a problem at the level of a good student, not a speedy professional (e.g. when I approach a problem like this.., when I am thinking through a complicated decision like this…, when I am reasoning through a problem I want to make sure the information is accurate by…when developing an argument for this position I need consider various viewpoints such as …, etc). Develop assignments/activities so that students must think their way through them; lead discussion prior to assignments/activities about the kind of thinking necessary. 3) Shift primary role of instructor from "giver of information" to "facilitator of learning". Coach students in thinking and have them actively engaged in practicing thinking through tasks, problems, issues within the discipline. Probe dimensions of their thinking such as reasons, interpretations, conclusions, responses to alternative conclusions/view points, etc. Some lecture is likely needed (this can be done using technology outside of class or during class), but ensure students are actively engaged in listening and assessing their understanding by elaborating, giving examples, relating content to previous knowledge/experiences, discussing inferences and implications, noting what they don't understand and how to clarify, etc.

Numerous authors (Browne & Freeman, 2000; Davies 1983; Halpern, 1999; Hart 1990; Mandernach 2006) suggested that barriers in teaching critical thinking are often the result of practical constraints of a traditional classroom. Specifically, instructors have only a limited amount of contact time with students, and the face-to-face classroom environment mandates that instruction be somewhat generalized to be applicable, understandable, and paced to simultaneously meet the needs of a large number of diverse students. This type of time-limited, group setting often dictates a more didactic teaching strategy in which the instructor leads students through a pre-arranged set of content material with minimal time spent on individual interaction or critical analysis of the information presented. The challenges of the traditional classroom are compounded further by the habitual nature of teaching and learning and the passive learning stance adopted by many postsecondary students. Most professors tend to teach the way they were taught with an emphasis on instructor-based strategies that value content acquisition over the learning process. As a result, students tend to gear their time

and attention on concrete, factual learning that is likely to be assessed to determine their overall course grade (Keeley, 1995). Meyers (1987) characterized teachers as products of the way they were taught so they continue to rely upon assignments, methods, and objective tests that emphasize recall of information rather than offer potential for higher order thinking skills. Teachers seldom engage students in dialogical (thinking that involves dialogue or extended exchange between different points of view or frames of reference) or dialectical reasoning (thinking that tests the strengths and weaknesses of opposing points of view), but rather require no more thought than recall (Paul et al, 1989). Peer and self-review also play a limited role in most traditional instruction. This habitual cycle impedes the integration of critical thinking instructional techniques as instructors may be uncomfortable or unfamiliar with alternative classroom strategies, assessments may not be in place to measure students' mastery of critical thinking skills, and students may be resistant to altering their focus toward nonfactual learning (Paul & Elder, 2004).

The value and importance of critical thinking is clearly established; the challenge for instructors lies in successfully promoting students' critical thinking skills within the confines of a traditional classroom experience. Since instructors are faced with limited student contact time to meet their instructional objectives and facilitate learning, they are often forced to make instructional decisions between content coverage, depth of understanding, and critical analysis of course material. To address this dilemma, it is essential to integrate instructional strategies and techniques that can efficiently and effectively maximize student learning and critical thinking. Research clearly supports the benefits of active learning strategies to promote enhanced understanding, retention and critical thinking over the shallow, passive learning that results from conventional lectures (Kulik & Kulik, 1979; McKeachie, Pintrich, Lin, Smith & Sharman, 1990). As such, interactive class discussions, projects and debates are often promoted for their ability to increase students' critical thinking abilities. Modern advances in educational technology have produced a range of tools to assist instructors in meeting this instructional goal. The use of online instructional technology provides two distinct benefits for instructors wishing to enhance students' critical thinking about course material: 1) it provides a means of moving lower-level learning tasks outside of class time so that limited student contact time can be devoted to higher-order critical thinking activities; and 2) it can foster the use of constructivist teaching philosophies by supplementing traditional face-to-face activities with opportunities for individualized, in-depth interactions with course material. To maximize the educational impact of class activities, it is vital that students possess a basic understanding of key concepts prior to class time. Online tools may provide an efficient means by which instructors can shift the instruction of basic concepts outside of class so that students are prepared to fully engage in class activities. The expansion of students' time-on-task with course material prior to scheduled class meetings ensures that students are more prepared to benefit from interactive instructional strategies (Driscoll, 2005). This shift in focus allows instructors to dedicate their face-to-face interactions to instructional strategies that foster critical thinking about the content of a given course. Examples of online tools that may facilitate students' preparation for class include preparation quizzes and online lectures or supplements. The thoughtful integration of asynchronous instructional strategies encourages students to go beyond the spontaneous interactions of a face-to-face class to delve deeper into the intricacies, details, exceptions and circumstances of the learning experience that are at the core of critical thinking.

Model/Peer Institutions Critical Thinking Practices

In comparing ourselves to peer institutions, we found several southern universities that have systematically studied critical thinking skills and then developed Quality Enhancement Plans (QEPs) that systematically focused on improving students' critical thinking skills (as part of the re-accreditation process by the Southern Association of Colleges and Schools).

University of Louisville

The University of Louisville chose to focus on improving the critical thinking skills of undergraduate students and to more effectively prepare them to contribute to society as the focus of a Quality Enhancement Plan. The focus of this initiative was to foster critical thinking as a habit of mind in General Education, Major, and

Culminating Undergraduate Experience (CUE) courses. The goal was to provide an education that is centered on a student's ability to bring together skills and knowledge from a variety of disciplines to solve complex problems. This plan acknowledged that the development and application of critical thinking is an "intellectually disciplined process" rather than one that occurs by chance or happenstance.

The University of Louisville program incorporates learning objectives that relate to student's ability to apply elements of thought and use the universal intellectual standards of Paul and Elder's model (see above).

General Education

Students who satisfy this requirement will be able to communicate important ideas and to use critical thinking as a tool for learning by:

1. Applying the Elements of Thought in selected course assignments.
2. Using the Universal Intellectual Standards as criteria for quality in reasoning.

Majors

Students completing courses within their identified major will be able to communicate important ideas and use critical thinking as a tool for learning by:

1. Applying the Elements of Thought in selected discipline-specific course assignments.
2. Using the Universal Intellectual Standards as criteria for assessing quality of discipline-specific reasoning.
3. Demonstrating discipline-specific critical thinking skills while addressing real world problems.

Culminating Experience

Upon completion of the culminating experience students will demonstrate the ability to:

1. Apply the Elements of Thought when engaging in an i2a culminating experience project.
2. Use the Universal Intellectual Standards as criteria for assessing quality during the i2a culminating experience project.
3. Demonstrate well-cultivated critical thinking skills when engaging in an i2a culminating experience project.

One faculty participant summarized her perceptions of teaching with an explicit critical thinking focus:
"I think that for decades I have given my students many opportunities to engage in critical thinking, and I have modeled critical thinking in class discussions. But I don't think I can claim ever to have taught critical thinking in a systematic way. The model gives me a way to share a critical thinking vocabulary with students and to chart their progress. I know and can tell my students exactly what I am looking for."
—Julia Dietrich, Department of English

<u>Georgia State University</u>

Georgia State University developed a quality enhancement plan (QEP) for the enhancement of critical thinking and writing by implementing a university-wide graduation requirement that undergraduates pass two critical thinking through writing (CTW) courses in their major. Each course, designed by the major department and approved by the General Education Assessment Subcommittee of the University Senate's Committee on Academic Programs, contains multiple writing-to-learn activities and assignments that address issues relevant to that major. CTW activities and assignments are structured to permit frequent feedback to students and opportunities for revision. The University Senate endorsed a "train the trainer" model that requires departments to select one or more CTW Ambassadors for each of the 54 majors who have been trained in workshops coordinated by CTW Coordinators. The CTW Coordinators consist of five faculty members, two of whom have specific expertise in critical thinking and writing and three of whom have relevant disciplinary experience. CTW Ambassadors will be required to attend at least one workshop each academic year and participate in an annual Spring Forum where they will share with each other the experiences of implementing CTW in their respective disciplines. CTW Ambassadors are responsible for training instructors assigned to CTW courses, in accordance with their departmental plan for such training. Additional faculty development and instructional support is provided through existing resources, such as the Center for Teaching and Learning and Writing

across the Curriculum. The CTW initiative is nested within each academic department, where the CTW Ambassador serves as a key for success. In this role, the Ambassador implements both the instruction and the assessment aspects of the plan by preparing instructors for CTW courses and also assuring that assessment of student learning is conducted and reported. As their title implies, CTW Ambassadors play a key role in building relationships with others and representing their fields/disciplines in campus-wide conversations about what constitutes critical thinking and writing in our baccalaureate degree programs. Critical Thinking through Writing will be assessed directly through department's annual reports of student learning outcomes for the major, through a variety of surveys of instructors and students, and through written reports from Ambassadors, as well as indirectly through use of NSSE Benchmark items and exit surveys of graduating seniors. Additional questions added to alumni surveys, currently conducted when academic units undergo Academic Program Review, will provide further useful information on the impact of CTW on student learning.

The United States Air Force Academy (USAFA)

The USAFA requires a large core general education requirement which comprises 101 of the 146 credits required to graduate. First year students' academic schedules consist entirely of core general education courses representing a wide range academic disciplines including behavioral science, chemistry, English, history, engineering, computer science, and physics. Over several years, directors of first year courses attempted to integrate efforts to develop their students' critical thinking skills. Based on an examination of the literature (e.g., Barbour and Streb 2010; Halpern 1996; Paul and Elder 2006) and deep discussion about their own disciplines, the group developed the following definition: "Critical thinking is the process of questioning and analyzing assertions, in order to make an informed judgment or propose solutions. Three essential components of this process are the evaluation of relevant evidence, identification of biases and assumptions, and consideration of multiple perspectives." This definition specifically targeted a small number of foundational critical thinking skills that aligned well with existing objectives within the first-year courses. A "critical thinking guide" was provided to both faculty members and students in the first-year courses and made openly available to the entire campus community. This twenty-seven-page primer began with the common definition provided above, as well as a broad introduction to each of the fundamental skills encompassed within that definition: evaluating evidence, identifying biases and assumptions, and considering multiple perspectives. In addition, faculty members from the participating first-year courses contributed specific examples that students are likely to encounter when they are taking those courses. This integrated effort has led to regular meetings between faculty members from across a variety of academic departments, all focused on the common goal of fostering critical thinking skills in our students.

Within each of the first-year courses, instructors use graded assignments focused on students' critical thinking, and they share what they learn from those assignments with the other members of the faculty team. In addition, for each of the last two years, the Critical Thinking Assessment Test (CAT) has been administered, and the team has been actively involved in administering, scoring, and evaluating students' performance on this test. Developed over the last ten years with funding from the National Science Foundation, the CAT is a fifteen-item written test that has been shown to be both a valid and reliable measure of critical thinking (Tennessee Technological University 2010). The short-answer or essay format does a good job of revealing the strengths and weaknesses of students' thinking. In addition, the test is designed to be administered in one hour and was embedded into an existing first-year course, with students taking the test during a regular class period. This administration procedure helps a great deal with student motivation, a factor that has been shown to significantly affect student performance on tests of these sorts (Liu, Bridgeman, and Adler 2012). Another distinctive feature of the CAT is that it is scored "in house" by faculty members (Stein and Haynes 2011). The creators of the CAT hold periodic "train the trainer" workshops where participants learn how use a detailed scoring guide to grade each of the fifteen questions on the test, as well as how to lead scoring sessions back on their home campus. Last spring, more than twenty faculty members—many of whom had just finished teaching a course to our first-year students—volunteered to score students' tests in a two-day scoring session.

While the time and training cost associated with having faculty members engaged in the grading of the CAT may initially seem onerous, it is an outstanding faculty development opportunity for those who have been involved. For two full days, the faculty volunteers at our scoring session were fully engaged with the CAT, and they developed a new perspective on what their students were (and were not) able to do. Just as important, they also were able to see the types of questions asked on the CAT, and—at the urging of the CAT administrators—faculty spent considerable time as a group discussing the creation of analogs to each of the CAT questions within each of the first-year courses. For instance, one of the skills assessed in the CAT has to do with recognizing the limitations of correlational data. Faculty members in our Behavioral Sciences department found that it was relatively easy to create discipline-specific questions in a course that were focused on that same skill, and those questions have now become the basis of assignments and test questions in the first-year behavioral science course.

Pfeiffer University

Pfeiffer University recently developed a quality enhancement plan (QEP) to improve critical thinking throughout the general education and discipline specific undergraduate curriculum. The implementation process will include five phases. The Information phase (2011-2012) focuses on helping each of the university constituencies better understand the overall goals and nature of the QEP. The Innovation year will begin the incremental training of a select group of ten faculty members in the pedagogy of engaged learning and critical thinking. The Implementation phase (2013-2015) involves an overall increase in activities and courses across the University, including spreading the focus of the QEP to include the Graduate and Adult Studies programs. In year four, the Institutionalization year, the notion of engagement and critical thinking will permeate the university's work, creating an institutionalization of the concepts. Within five years faculty participation will increase such that all faculty will begin to incorporate the critical thinking student learning outcomes into their classes and become fluent in the use of individual rubrics for developing and evaluating course assignments and student learning. The plan includes a goal of increasing the number of courses which intentionally promote critical thinking to 80% by the end of year five. Finally, in year five, while on-going assessment has occurred, the overall impact of the QEP will be determined.

Washington State University

In 1996, the Center for Teaching, Learning, and Technology (CTLT), the General Education Program, and the Writing Programs collaborated to develop a seven-dimension critical thinking rubric derived from scholarly work and local practice and expertise to provide a process for improving and a means for measuring students' higher order thinking skills during the course of their college careers. Washington State University (WSU) created a rubric to assess critical thinking in response to data that suggested that their students were good in writing, but lacking in critical thinking skills. The WSU program was developed in direct response to an internal study that indicated a need for critical thinking improvement. The 1999 Progress Report on the WSU Writing Portfolio showed that 92% of student writers received passing ratings or higher on junior-level Writing Portfolios, indicating that an overwhelming majority of upper-division students demonstrated writing proficiency as defined by WSU faculty. However, a pilot critical thinking evaluation session conducted in the summer of 1999 on papers from three senior-level courses revealed surprisingly low critical thinking abilities (a mean of 2.3 on a 6 point scale). This phenomenon, in which writing deemed acceptable in quality despite lacking obvious evidence of analytic skills, was also discerned among other General Education Courses. Using a cross-disciplinary approach, WSU developed a rubric that is sufficiently flexible that it can be adapted to a variety of disciplines (e.g., literature, physics, etc.) They received external funding while developing their critical thinking project. Perhaps most importantly, faculty members who adopted their critical thinking rubric found that their students' critical thinking skills improved. Students' critical thinking skills increased three and a half times as much in a course that overtly integrated the rubric into instructional expectations, compared with performances in a course that did not.

The WSU approach to teaching and assessing critical thinking, which has been copyrighted (and which we have been granted permission to use), guides and evaluates the student on the processes. The WSU instrument itself identifies seven key components of critical thinking. A fully developed process or skill set for thinking critically will demonstrate competence with and integration of all of these components of formal, critical analysis. The components are:

- Problem identification
- Establishment of a clear perspective on the issue
- Recognition of alternative perspectives
- Context identification
- Evidence identification and evaluation
- Recognition of fundamental assumptions implicit or stated by the representation of an issue
- Assessment of implications and potential conclusions

Washington State University Guide to Rating Critical Thinking

1) Identifies and summarizes the **problem/question at issue** (and/or the source's position).
2) Identifies and presents the STUDENT'S OWN **perspectives and positions** as it is important to the analysis of the issue.
3) Identifies and considers OTHER salient **perspectives and positions** that are important to the analysis of the issue.
4) Identifies and assesses the key **assumptions**.
5) Identifies and assesses the **quality of supporting data/evidence** and provides additional data/evidence related to the issue.
6) Identifies and considers the influence of the **context*** on the issue.
7) Identifies and assesses **conclusions, implications, and consequences.**

***Contexts for Consideration**

Cultural/Social	**Scientific**
Group, national, ethnic behavior/attitude	Conceptual, basic science, scientific method
Educational	**Economic**
Schooling, formal training	Trade, business concerns, costs
Technological	**Ethical**
Applied science, engineering	Values
Political	**Personal Experience**
Organizational or governmental	Personal observation, informal character

Washington State University has now received a three-year, $380, 000 grant from the U. S. Department of Education FIPSE Comprehensive Program to integrate assessment with instruction in order to increase coherence and promote higher order thinking in a four-year General Education curriculum at a large, Research-I, public university, and to work with our two- and four-year counterparts in the State of Washington. During FIPSE CT project, 120 faculty will be enlisted in the General Education core courses representing a variety of disciplines to adopt the new assessment instrument, revise their own pedagogies in terms of the program goals and outcomes, and develop innovative combinations of teaching and assessment based on the instrument. This project will yield the following results:

- A replicable model for assessing the outcomes of broad General Education goals at a large, public university.

- A set of courses distributed horizontally and vertically throughout Washington State University's General Education curriculum which are designed both to promote the development of a shared definition of critical thinking skills and to provide assessments of effective teaching and learning related to those skills.
- Further development of existing, complementary assessment tools—including but not limited to the Critical Thinking Rubric—that can provide faculty at any institution with means for assessing students' learning outcomes.
- An objective means of faculty self-assessment of their teaching effectiveness based on their students' progress in reaching learning goals.
- A book-length edited collection, written by faculty engaged in this project, of successful, assessment-friendly teaching methods and setting out the assessment data that establish the effectiveness of those methods.
- Dissemination efforts that reach state-wide in order to articulate critical thinking expectations between two- and four-year institutions.

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White Paper: Global Citizenship Learning Goal

Global Citizenship in EIU's Mission, Learning Goals and Objectives

EIU Mission Statement

Eastern Illinois University is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture. Throughout their education, students refine their abilities to reason and to communicate clearly so as **to become responsible citizens and leaders**

Eastern Illinois University's undergraduate catalog introduces its general education curriculum with the header: "Responsible Global Citizenship through Mindful Scholarship." This statement implies that EIU's curriculum should include intellectually stimulating content and opportunities for students to reflect on the content and apply it in their lives. By doing so, they will leave EIU ready to "fulfill their duties as responsible citizens and capable leaders in a diverse world."

The mission of the general education program at EIU is threefold:
- to enhance student literacy and oral communication;
- to encourage students to think critically and reflectively; and
- to introduce students to knowledge central **to responsible global citizenship**.

CASL has developed a program to assess four undergraduate learning goals:
1. EIU graduates will demonstrate the ability to write effectively.
2. EIU graduates will demonstrate the ability to speak effectively.
3. EIU graduates will demonstrate the ability to think critically.
4. EIU graduates will demonstrate the ability **to function as responsible global citizens**.

Global Citizenship Student Learning Objectives

Affective objectives: Students should demonstrate the ability to:
- Display civic engagement
- Convey an understanding of history, including an ability to comprehend world-shaping forces and events that have affected human culture
- Exhibit an appreciation of diversity both at home and abroad
- Make objective decisions informed by multiple perspectives

EIU Global Citizenship Practices/Requirements

Global Citizenship in General Education

The catalog description of Responsible Global Citizenship and how it is fostered in general education is included below.

> Responsible Global Citizenship
> The general education curriculum is designed to develop and strengthen those attitudes and behaviors integral to responsible global citizenship—ethical behavior, civic participation, an understanding of history, and an appreciation of diversity both at home and abroad. Responsible citizens not only comprehend world-shaping forces and events and the varied experiences that have shaped human culture,

but also use that understanding to make informed, objective, and ethical decisions. They understand their responsibility as educated members of society and actively participate in their communities. Finally, responsible global citizens appreciate the diversity of the world in which they work and live.

Responsible Global Citizenship through Mindful Scholarship
General Education at Eastern Illinois University offers students an intellectual foundation for their future academic, professional, and personal lives. Mindful scholarship necessitates not only dedicated study but also reflection on the purposes and consequences of that study. By fostering serious and enthusiastic learning, Eastern Illinois University seeks to instill the value of intellectual curiosity and lifelong education in its students. Equipped with the values and traditions of scholarship, students will be better prepared to fulfill their duties as responsible citizens and capable leaders in a diverse world.

These statements align Eastern's curriculum with accreditation standards maintained by the North Central Association (NCA), of which EIU is a member. Specifically, NCA Criterion 4, component 3c states that the organization will assess the usefulness of its curricula to students who will live and work in a global, diverse, and technological society. A variety of general education courses and segments exist to further the four parts of the global citizenship goal. In combination, they support the mission of Eastern to graduate students who will become responsible members of a global society active in community affairs. Only one specific general education requirement exists, however, to further the goal: all students must complete one "Cultural Diversity" course. An effort to create more clear definitions to promote development of courses to satisfy the cultural diversity requirement across campus, and thus more opportunities for assessment, resulted in a definition approved by CAA in 2010:

CULTURAL DIVERSITY
Adopted by CAA, October 22, 1999
Definition approved by CAA, December 6, 2005
Definition revised by CAA, September 3, 2009

Eastern Illinois University seeks to foster cultural understanding to assist its students to become responsible citizens in a diverse world. The general education curriculum furthers this objective by requiring students to complete at least one course carrying the cultural diversity designation .
To receive the cultural diversity designation, courses will:
1. Include one or more of the following as their focus or as a means to explore some other topic:
a. the study of diverse peoples (including issues of class, disability, ethnicity, gender, race, and sexual orientation) in the U.S. and abroad;
b. history, language, and/or traditions (anthropological, artistic, literary, philosophical, political, or sociological) of other countries or cultures;
c. the role of cultural sensitivity in making informed and ethical decisions.
2. Reinforce the importance of attending to a plurality of voices (including those from traditionally underrepresented groups) to better understand human history, culture, and decision making.
3. Include among their outcomes the goal of enabling students to appreciate, live, and work with people who are different from them.

Components of Global Citizenship are also described under the Critical and Reflective Thinking catalog heading within General Education:

In physical and biological science courses, students experience the rigor and practice of scientific inquiry through classroom and laboratory experiences. They learn to consider analytically the methods of

describing, predicting, understanding, and explaining physical and biological phenomena. In these courses, students confront the social, economic, political, and ethical implications of science and technology as well as the dilemmas they create.

The social and behavioral sciences focus more directly on understanding society and the individual. In these courses, students will have the opportunity to apply various methods of inquiry and analysis, both quantitative and qualitative, to the study of the human condition. These sciences emphasize the importance of understanding the diversity of human cultures, their socio-historical context, and one's personal responsibility for being not only a good citizen, but also a steward of the environment.

The humanities provide sources and methods for reflection upon human experience in its historical, literary, philosophical, and religious dimensions. The basis of instruction in these disciplines is primarily the interpretation and critical analysis of written texts. The goal of humanities courses is to provide students with the foundations and methods necessary for a critical understanding of languages, cultures, and traditions, including those that are different from their own. Courses in the fine arts provide students with a basis for understanding and evaluating musical, theatrical, and visual works in terms of their production and aesthetic reception. In these areas students learn to apply historical, philosophical, and critical concepts to specific works and genres. The goal of instruction in the fine arts is to provide students with the foundations and methods necessary for a critical appreciation of various artistic and aesthetic traditions, as well as the evaluation of particular musical, theatrical, or visual works.

In the general education program students explore the variety of ways of knowing through the disciplinary foundations of a liberal arts education. These courses help students become more mindful of the relationships among self, society, and the environment. Such preparation is vital as society becomes more complex, interdependent, and reflective of diversity. Collectively, the courses in general education encourage students to develop critical and reflective thinking as an intellectual habit.

Overall, the third mission of the general education curriculum at EIU (to introduce students to knowledge central to responsible global citizenship) indicates the ambitious nature of EIU's goals, but seems to lack details which make implementation difficult. As the AAC&U opines, "too few colleges and universities offer structured educational opportunities for students to acquire knowledge, both theoretical and experiential, about the rest of the world, about America's place in the world, and about the inequities and interdependencies that mark current geopolitical relationships" (*Assessing Global Learning*, 1).

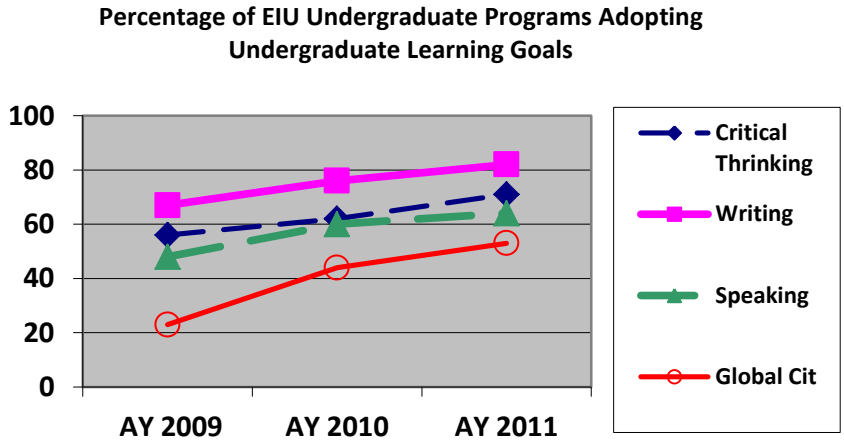
EIU Global Citizenship Data

The Committee for the Assessment of Student Learning (CASL) has had numerous discussions and attempts to create a direct measure of students' knowledge and skills related to global citizenship. University-wide understanding of the goal and commitment to teaching its learning objectives seems to be a challenge. This goal has been difficult for CASL to assess and then to connect that data to the curriculum for suggested improvement. Discussions have occurred with CAA about this difficulty and measures remain primarily an indirect assessment of students' attitudes and practices.

A global citizenship survey is given to students at orientation during their freshman year and is re-administered during their Senior Seminar course. Many issues are rated as more important by seniors than by freshman (e.g. importance of promoting racial and ethnic understanding; accepting people from different backgrounds; understanding world impact of U.S. decisions; understanding history, etc). The global survey shows that while we have seen growth from freshmen to senior responses, only 45% of Eastern's seniors strongly agreed that it was important to promote racial and ethnic understanding, and only 55% strongly agreed that human rights was an important global issue.

The National Survey of Student Engagement (NSSE) data suggest that we could improve issues related to the global citizenship goal in that only 19% of EIU seniors who completed the NSSE indicated they had very often or often participated in service learning as part of a regular course. Additionally, compared to other IL public universities, EIU seniors reported 11% less participation in a community-based service learning project as part of class; but 6% more service or volunteer work outside of class. This may result from real challenges posed by Eastern's situation in a small city in a rural county which results in limited partners for Eastern students and faculty, EIU NSSE student report is similar to other universities in being exposed to diverse perspectives and importance of contributing to community with 59% of our students indicating that they are very much or quite a bit encouraged to have contact with students from different economic, social, or racial backgrounds compared with only 49% of other Illinois publics, 52% of Carnegie class, and 52% of all other NSSE answering in this way. Additionally, while 68% of Eastern's seniors indicated that class discussions and writing assignments included diverse perspectives, only 51% of these seniors indicated they had had a serious conversation with other students who are different than they are in terms of race, religion, gender, or politics, which is 8-10% less than other universities. These data indicate that what happens in the classroom may not be transferred from course to course or modeled by students in their out-of-classroom encounters.

The line graph below shows the amount that each learning goal was being assessed and reported in departmental assessment reports from 2009-2011. Global Citizenship has increased but remains the goal with the lowest level of adoption.



In 2005 Global Citizenship surveys were sent to 191 instructors who taught 263 course sections of EIU's general education. Responses were returned by 65 individuals (34%) and are summarized in relation to objectives within the Global Citizenship goal in the table below.

	Make civic & personal judgments that are informed, responsible, & ethical	**Comprehend world-shaping forces and events**	**Appreciate the diverse experiences and perspectives that shape human culture**	**Accomplish tasks in groups**	**Understand historical events that have shaped world cultures**
No, this objective is not part of my course	23% (15)	17% (11)	8% (5)	45% (29)	23% (15)
Yes, this objective is part of my course	71% (46)	78% (51)	88% (57)	48% (31)	72% (47)
Left blank	4	3	3	5	3

If you answered yes. . .[6]					
Assessed through written documents	80% (37)	67% (34)	61% (35)	45% (14)	64% (30)
Assessed through exams/tests/quizzes	78% (36)	89% (41)	77% (44)	26% (8)	83% (39)
Assessed through presentations	26% (12)	22% (11)	25% (14)	55% (17)	21% (10)
Not Assessed	9% (4)	12% (6)	14% (8)	(0)	95 (4)
Other methods of assessment	33% (15)[7]	24% (12)[8]	23% (13)[9]	19% (6)[10]	21% (10)[11]

Of particular interest in this survey were the open-ended responses about how faculty addressed the objective within their course. These open-ended responses indicated vast differences in faculty interpretation of the objectives. CASL also attempted a review of syllabi from courses that indicated the Global Citizenship goal was addressed. This review in 2001 also indicated large variation in interpretation of components of the learning goal.

Global Citizenship: CAA Faculty Survey and Syllabi Review Results

Faculty Survey

39% of instructors reported that their students' global citizenship knowledge or skills were adequate or better at the beginning of the course while 29% felt students were less than adequately prepared and 32% reported having no basis to judge.

Instructional Practices

Targeting Global Citizenship

· 38% of faculty reported that the global citizenship goal was either very closely related to, or strongly related to, the objectives of the course.

· The Learning Goals Committee syllabi review found that overall 38% of courses had at least 1 learning objective related to students' global citizenship skills while 62% (243/389) of courses had no learning objectives related to global citizenship. Trends by college emerged. 68%-70% of courses from LCBAS, COS and CEPS had no learning goal related to global citizenship while 52% of courses in A&H had no learning goal. Courses in business that contained global citizenship objectives were often related to ethics while courses in A&H most often contained objectives related to diversity.

[6] Percentages in this section refer to the percentage of people who answered "yes" not to the total number of survey respondents.

[7] Other methods listed for this measure include: classroom discussion, class projects, map study, video, question/answer assignments, and small group discussions.

[8] Other methods listed for this measure include: class discussions, maps, and grading class notes.

[9] Other methods listed for this measure include: participation, class discussion, grading class notes, and individual art projects

[10] Other methods listed for this measure include: shared experiences of students, class discussion, demonstrations, group work in class, debate teams, on-line chats,

[11] Other methods listed for this measure include: class activities, discussion, and grading class notes.

Techniques

Instructors reported explicitly targeting the following objectives in their courses (frequently or multiple times)

· 67% Cultivating personal and academic integrity
· 64% Developing personal responsibility by striving for excellence
· 53% Learning to see the world from a different vantage point
· 51% Developing competence in moral and ethical reasoning
· 49% Developing social responsibility by contributing to a larger community
· 48% Understanding forces and events that shape history and culture
· 43% Acquiring a deeper understanding of different kinds of diversity

How Faculty Targeted Specific Global Citizenship Components

Display civic engagement

46% expected students to apply their knowledge through active engagement and leadership
14% required students to participate in community engagement activities
8% required students to participate in service learning projects

Behave ethically and make ethical decisions

74% had high expectations for student honor, responsible behavior, honesty and other ethical behaviors (unclear if they adopted techniques to facilitate improvement of honorable/ethical/responsible behavior).
49% activities and readings

Exhibit an appreciation of diversity both at home and abroad

56% used diverse perspectives, encouraged students to include diverse perspectives
49% encouraged students to consider social and economic equality of diverse communities historically, now and in the future
62% used diverse perspectives in the course
34% created new opportunities for increasing cultural awareness and expressing diverse opinions

Understand history, including an ability to comprehend world-shaping forces and events that have affected human culture

54% Taught students about forces, events and experiences that shaped or will shape history and culture (at home or abroad)
52% Incorporated historic events/issues
Less than one-third of faculty respondents covered topics such as social justice, community sustainability, and global sustainability in any way in their courses

Evaluation

· 84% of faculty reported that they only occasionally or never use detailed grading criteria or rubrics to give feedback to students on knowledge/skills regarding global citizenship

Faculty Perception of Gains in Course

· 23% said students' skills improved substantially or quite a bit
· 77% said slightly or somewhat or they had no basis to judge improvement

Faculty Perception of Barriers to Facilitating Global Citizenship

· 67% of faculty felt they are moderately or very prepared and comfortable in developing students global citizenship skills while 23% felt less or not prepared/comfortable
· 29%-"No barriers", global citizenship was effectively targeted in their course
· 33%- Difficult to assess knowledge/skills related to global citizenship
· 30%- Learning goal not related to course objectives/content
· 17%- Learning goal of global citizenship seems vague and difficult to interpret
· 17%- Not enough time (other goals took priority)
· 8%- Class size

- 6%- Instructor did not consider global citizenship goal to be important
- 5%- Lack of instructor knowledge/skills in teaching/facilitating global citizenship
- 2%- Concerns about negative student feedback on course/instructor evaluations

SYLLABI REVIEW RESULTS

GLOBAL CITIZENSHIP OBJECTIVES IN COURSE SYLLABI

Overall 37% of courses had at least 1 learning objective related to students' global citizenship skills while 63% (260/410) of courses had no learning objectives related to student's global citizenship skills.

PERCENTAGE OF COURSES WITH 0,1,2,3,4, or 5+ GLOBAL CIT OBJECTIVES IN COURSE SYLLABI BY COURSE LEVEL						
	0	1	2	3	4	5 or more
1000-Level	72% (39/54)	11% (6/54)	7% (4/54)	4% (2/54)	2% (1/54)	4% (2/54)
2000-Level	59% (65/105)	20% (21/105)	5% (5/105)	5% (5/105)	3% (3/105)	6% (6/105)
3000-Level	62% (104/167)	48% (32/167)	8% (14/167)	5% (8/167)	4% (6/167)	2% (3/167)
4000-Level	62% (52/84)	25% (21/84)	6% (5/84)	4% (3/84)	2% (2/84)	1% (1/84)
Total	63% (260/410)	20% (80/410)	7% (28/410)	4% (18/410)	3% (12/410)	3% (12/410)

PERCENTAGE OF COURSES WITH 0,1,2,3,4, or 5+ GLOBAL CIT OBJECTIVES IN COURSE SYLLABI BY COLLEGE						
	0	1	2	3	4	5 or more
A&H	52% (79/153)	16% (24/153)	13% (20/153)	8% (13/153)	6% (9/153)	5% (8/153)
CEPS	68% (43/63)	32% (20/63)	0% (0/63)	0% 0/63	0% 0/63	0% 0/63
LCBAS	69% (33/48)	23% (11/48)	6% (3/48)	2% 1/48	0% 0/48	0% 0/48
COS	72% (105/146)	17% (25/146)	3% (5/146)	3% (4/146)	2% (3/146)	3% 4/146
Total	63% (260/410)	20% (80/410)	7% (28/410)	4% (18/410)	3% (12/410)	3% (12/410)

PERCENTAGE OF COURSES WITH 0,1,2,3,4, or 5+ GLOBAL CIT OBJECTIVES IN COURSE SYLLABI IN GEN ED AND MAJOR COURSES						
	0	1	2	3	4	5 or more
Humanities	22% (5/23)	13% (3/23)	17% (4/23)	22% (5/23)	9% (2/23)	26% (6/23)
Fine Arts	91% (10/11)	9% (1/11)	0	0	0	0

Language	67% (2/3)	0	33% (1/3)	0	0	0
Math	100% (6/6)	0	0	0	0	0
Biology	56% (5/9)	44% (4/9)	0	0	0	0
Physical Sci	60% (9/15)	40% (6/15)	0	0	0	0
SocBeh Sci	33% (6/18)	22% (4/18)	17% (3/18)	11% (2/18)	6% (1/18)	0
Senior Sem	50% (2/4)	50% (2/4)	0	0	0	0
Major Courses	67% (215/321)	19% (60/321)	6% (20/321)	3% (11/321)	3% (9/321)	2% (6/321)
Total	63% (260/410)	20% (80/410)	7% (28/410)	4% (18/410)	3% (12/410)	3% (12/410)

Percentage of Syllabi with at LEAST ONE of Specific Types of Global Citizenship Objectives					
	1000-Level	2000-Level	3000-Level	4000-Level	Total Overall
History	11% (6/54)	6% (6/105)	7% (12/168)	6% (5/84)	7% (29/411)
Ethics/Personal Responsibility	11% (6/54)	14% (15/104)	8% (14/168)	8% (7/84)	10% (42/410)
Citizenship/Social Responsibility	11% (6/54)	13% (14/104)	10% (17/168)	8% (7/84)	11% (44/410)
Cultural Diversity	17% (9/54)	16% (17/105)	20% (33/168)	12% (10/84)	17% (69/411)
At Least One of Any Type of Global Cit Obj	28% (15/54)	38% (40/105)	38% (63/167)	38% (32/84)	37% (150/410)

Best Practices Global Citizenship Literature Review

EIU is not alone in struggling with how to best prepare its students for success as a global citizen. Adelman (2004) reported that less than 13 percent of college students achieve basic competence in a language other than English and less than 34 percent of college students earn credit for an international studies class; of those who do, only 13 percent take more than four classes. The AAC&U (2007) report titled *College Learning for the New Global Century* revealed that 63 percent of employers believe that too many recent college graduates do not have the skills they need to succeed in the global economy and only 18 percent of employers rate college graduates as "very well prepared" in the area of global knowledge. More than 45 percent rate them as "not well prepared" at all in this area."

The AAC&U (2007) report summarized 10 teaching and learning practices that have been widely tested and have shown benefits for college students —Diversity/Global Learning was in that "top 10" list of highly effective educational practices. Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and world views different from their own. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad. Mission statements at universities often proclaim education for citizenship as central. They testify to the role of the academy in fostering personal and social responsibility, at home and abroad; in preparing graduates to contribute to the

community; and more recently, in building communities that acknowledge and value difference. But the faculty members who actually teach students rarely are asked to think deeply about their own responsibilities for educating engaged and ethical citizens. In practice, many assume that teaching students to think critically is the academy's main contribution to the public good. During the last two decades, higher education has embarked on new efforts to foster civic engagement. A "service-learning movement" has gained strong traction on all kinds of campuses—large and small, two-year and four-year. Simultaneously, many faculty members have worked to make diversity studies and intercultural learning a new basic for student learning in college. Both service learning and experiences with diversity are powerful catalysts for deeper engagement and insight. They teach students to engage, respect, and learn from people with views that are very different from their own. They involve students with many of society's most urgent unsolved problems. They challenge individuals to consider, at a deep level, the responsibilities of a democratic society to its citizens, and their own responsibilities as human beings and citizens. And these forms of learning have significant effects on students' ethical awareness, challenging learners to confront alternative beliefs and values, and to think more deeply about their own. Research studies show that service and diversity experiences have positive effects both on students' civic commitments and on their overall cognitive development (Astin, 1997; Grey 1999; Gurin, Dey, Hurtado, & Gurin, 2002)

The AAC&U documents suggest that global learning should be encouraged throughout the curriculum and co-curricular experiences. AAC&U Effective Learning Practices relevant to Global Learning include:

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad (*Global Century*, 54).

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life (*Global Century*, 54).

<u>AAC&U's Essential Learning Outcomes</u>

The AAC&U launched a multi-faceted project in 2005 to document what students need to know to succeed in the twenty-first century. The study, called LEAP: Liberal Education and America's Promise, has thus far reinforced the importance of citizenship education as a major component of higher education. Learning more about the world can result in a population better prepared to preserve U.S. democracy. LEAP itemizes its recommendations as "Essential Learning Outcomes" (2007) and emphasizes the importance of knowledge and skills, and transference of those skills beyond the general education curriculum:

Two of LEAP's Essential Learning Outcomes relate to EIU's multi-pronged Global Citizenship goal:

KNOWLEDGE OF HUMAN CULTURES AND THE PHYSICAL AND NATURAL WORLD

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts and by engagement with big questions, both contemporary and enduring

PERSONAL AND SOCIAL RESPONSIBILITY, INCLUDING

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence

- Ethical reasoning and action
- Foundations and skills for lifelong learning through active involvement with diverse communities and real-world challenges

Five Dimensions of Global Learning

The AAC&U (through the work of Shared Futures: Global Learning and Social Responsibility, a multi-year, multi-faceted study of global learning) has identified five dimensions associated with global learning and encouraged universities to consider where these capacities are being developed:

Knowledge-building

Where are students acquiring familiarity with global processes that lead to interdependencies in everyday life? Where are they expected to develop capacities to use a multiplicity of lenses for interpreting the world? Where do they use global frameworks as a means of posing additional questions and defining areas of inquiry? Where are they expected to develop greater understanding of the legacies that account for current tensions in different parts of the world?

Social Responsibility

Where are students developing the ability to pose critical questions about power relations and asymmetries across the globe and within individual countries? Where do they identify ethical and moral questions from multiple standpoints within a given global issue? Where are they encouraged to think that individual and collective interventions in global social problems are both possible and consequential? Developing Personal and Social Responsibility includes a) Striving for excellence: developing a strong work ethic and consciously doing one's very best in all aspects of college; b) Cultivating personal and academic integrity: recognizing and acting on a sense of honor ranging from honesty in relationships to principled engagement with a formal academic honors code; c) Contributing to a larger community: recognizing and acting on one's responsibility to the educational community (classroom, campus life), the local community, and the wider society, both national and global; d) Taking seriously the perspectives of others: recognizing and acting on the obligation to inform one's own judgment; engaging diverse and competing perspectives as a resource for learning, for citizenship, and for work; and e) Developing competence in ethical and moral reasoning: developing ethical and moral reasoning in ways that incorporate the other four responsibilities; using such reasoning in learning and in life.

Intercultural Competencies

Where are students developing capacities to listen carefully to others and to share imaginatively in what it might mean to see the world from a different vantage point and historical experience? Where are they learning how to interpret aspects of others' cultures and countries with greater sophistication and accuracy? Where do students find experiences that help them become more tolerant of and curious about other people and able to traverse cultural borders with greater skill and comfort?

Experiential Engagement

Where do students encounter practical, hands-on experiences that foster deeper expertise in intercultural learning and global knowledge-building? Where are they expected to examine their own knowledge, perspectives, and values through engagement and partnerships with a variety of less familiar communities? Where do they gain experience working respectfully and effectively with others to address shared concerns, and apply language, cultural knowledge, or other skills in unscripted situations?

Human Capital

Where do students acquire a deeper understanding of how being part of a diverse institution, workplace, or local and global community can enhance learning, expand horizons, and add complexity? Where do they develop capacities to differentiate multiple kinds of diversities and understanding of how each is understood in different contexts, cultures, and histories?

EIU's general education philosophy and mission incorporate elements of the LEAP "Essential Learning Outcomes" and articulate aspirations for others. EIU's general education requirements also remain true to the

liberal arts general education structure that colleges adopted post-World War II with requirements based in agreed upon physical and biological sciences, social and behavioral sciences, and humanities and fine arts.

Model/Peer Institutions Global Citizenship Practices

Truman State University developed a matrix describing each of its learning goals, a definitional list of specific student competencies which coincide with the goals, a list of which general education courses will address developing the competencies and how skill assessment will be conducted. The matrix is available at http://academics.truman.edu/educationMatrix.asp. As an example, in relation to global citizenship, Truman State has a learning goal "To develop students' abilities to understand the moral and ethical values of a diverse society and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should be able to make informed decisions through identifying personal values and the values of others and through understanding how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values." Truman state has specific student competencies within this goal in two areas 1) Intercultural Perspective and 2) Personal Well-Being.
The competencies for intercultural perspective include:
1. a greater knowledge and appreciation of cultural diversity through the study of one's own and/or other societies;
2. a critical or self-reflective understanding of cultural process or how culture influences intercultural behavior; for example, role of the individual in different cultures and the impact of one's cultural heritage on one's values, aspirations, outlook and appreciation of other cultures; and
3. a critical awareness of the political or social ends of culture and cultural diversity, or an increased knowledge of how educated persons may achieve a sense of tolerance and use their awareness to transcend (but not erase) cultural and ethnic differences.

The competencies for personal well-being include:
1. a knowledge of the patterns of addictive behavior, characteristics of alcohol, tobacco, and drug abuse, and the consequences of substance abuse to both short-term and long-term needs; and
2. a knowledge of the formation of romantic relationships, the human sexual response, the consequences of common sexually-transmitted diseases, and effective methods of preventing sexually-transmitted diseases.

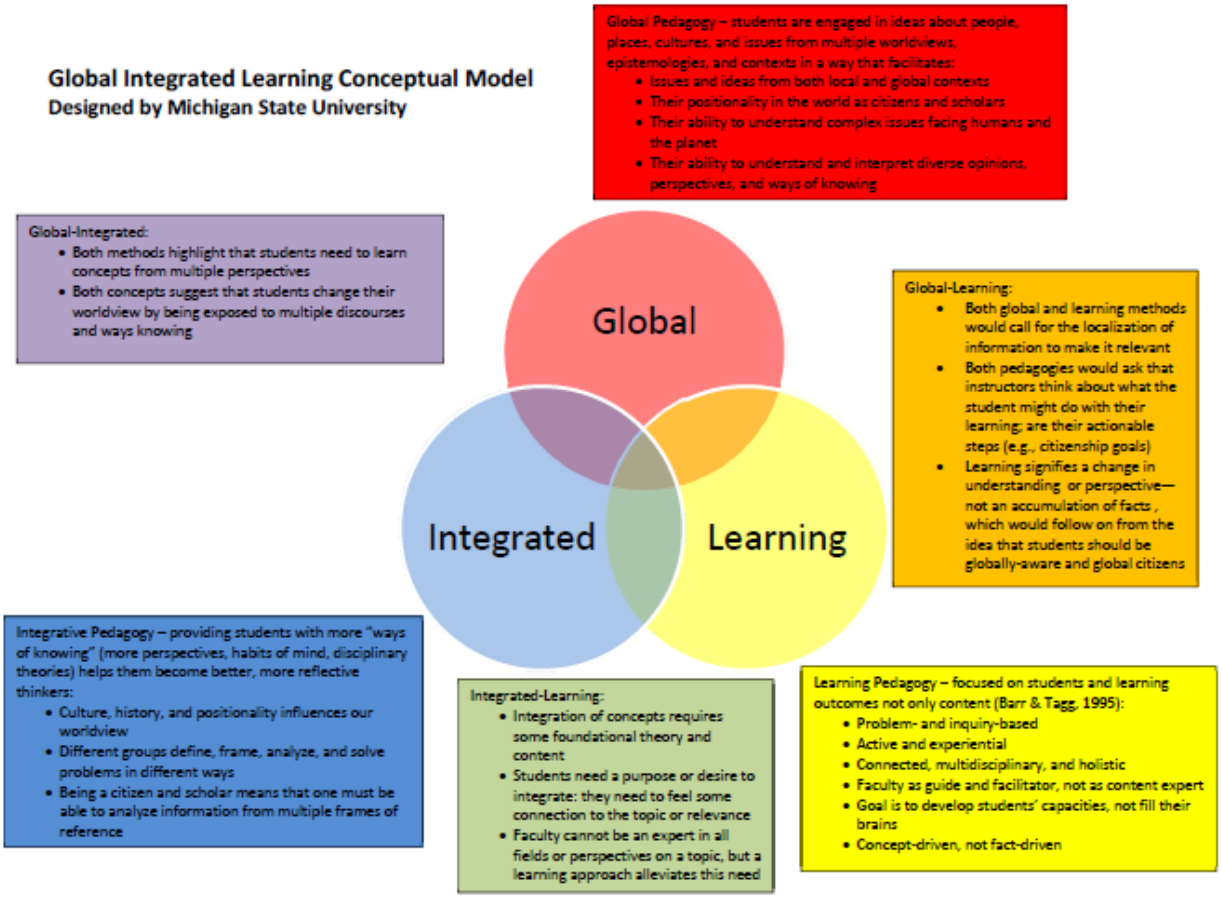
All courses in the liberal studies section of the general education are charged with addressing the intercultural perspective while a specific required health studies class is charged with addressing the personal well-being aspect.

Adelphi University has a global citizenship goal which encompasses diversity of human experience and/or global interdependence. Global citizenship encompasses the learning goals of values needs and challenges and individual responsibility to the broader community. Students are required to complete a project that is evaluated by a rubric with 4 areas operationally defined as Mastery, Satisfactory or Unsatisfactory. The areas include 1) The Diversity of Humanity; 2) Values, Needs and Challenges; 3) Global Interdependence and 4) Responsibility to the Broader Community. The rubric is available at
http://academics.adelphi.edu/gened/pdfs/rubrics_global_citizenship.pdf

Indiana University – Purdue University Indianapolis (IUPUI) has defined three learning goals with associated outcomes which are related to EIU's current overall goal of Global Citizenship.
Understanding Society and Culture
[Definition:] The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.
[Outcomes:] Understanding society and culture is demonstrated by the student's ability to
a. compare and contrast the range of diversity and universality in human history, societies, and ways of life;
b. analyze and understand the interconnectedness of global and local communities; and
c. operate with civility in a complex world.
2) Values and Ethics

[Definition:] The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics.
[Outcomes:] A sense of values and ethics is demonstrated by the student's ability to
a. make informed and principled choices and to foresee consequences of these choices;
b. explore, understand, and cultivate an appreciation for beauty and art;
c. understand ethical principles within diverse cultural, social, environmental and personal settings.
3) Integration and Application of Knowledge
[Definition:] The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.
[Outcomes:] Integration and application of knowledge are demonstrated by the student's ability to
a. enhance their personal lives;
b. meet professional standards and competencies;
c. further the goals of society; and
d. work across traditional course and disciplinary boundaries.

Michigan State University has developed a conceptual model of Global Integrated Learning with explanation and examples available at aacu.org. Michigan State University approached general education reform with a focus on strengthening integrative learning through high-impact pedagogy, while connecting it to big, global challenges. The figure below depicts MSU's conceptualization of a strong integrative studies program. The model draws on campus-wide discussions about the meaning of global, learning, and integration, and it explores the potential intersections between those terms.



Bowling Green State University emphasizes educating graduates who demonstrate ethical integrity, reflective thinking, and social responsibility. To introduce these goals, the university has developed the BGeXperience (BGeX), a program designed to ease the transition from high school to college while, at the same time, engaging first-year students with the core values that inform the university's vision statement. BGeX begins with a three-day orientation and continues into the first semester with a "values" course—a class that provides conventional instruction in a discipline and also encourages students to reflect upon values questions in that field. An introductory course in geology, for example, covers the essential content of a geology survey but also considers how values shape debates about global warming and the theory of evolution. By asking students to think critically about values questions without prescribing a specific set of conclusions, BGeX aspires to educate more ethically aware and thoughtful citizens. Those who are interested can also pursue service learning, take upper-division courses that explore values in the disciplines, and even become BGeX peer facilitators later in their undergraduate careers.

Southern Illinois University at Edwardsville describes its general education courses, which fit into particular areas, as those which focus on developing particular skills, those that are introductions, those that are beyond introductions (distribution), and those that are interdisciplinary. One set of the general education focuses on value and diversity, in which all students will gain an understanding of the traditions that influence American culture and of the traditions of other cultures in order to develop a respect for and sensitivity to human diversity and gain a deeper understanding of global interdependence.

References for Global Citizenship White Paper

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McTighe Musil, Caryn. *Assessing Global Learning: Matching Good Intentions with Good Practice* (AAC&U, 2006) http://www.aacu.org/SharedFutures/documents/Global_Learning.pdf
This study emphasizes the process of expanding general education global citizenship requirements into university learning goals and departmental majors.

Principles of Undergraduate Learning – IUPUI (http://www.iport.iupui.edu/selfstudy/tl/puls/), May 7, 1998 (Approved FC980507); Revised Global Learning Inventory Framework—A Smart Grid for Global Learning* and Global Learning Smart Grid Elements available at: http://www.aacu.org/SharedFutures/documents/GlobalLearningInventoryTemplate.pdf

Shared Futures, AAC&U
Website: http://www.aacu.org/SharedFutures/index.cfm
brochure: http://www.aacu.org/SharedFutures/documents/SharFutFinal2.pdf
http://www.aacu.org/core_commitments/documents/PSR_Institutional_Matrix.pdf)

Shared Futures: Global Learning and Social Responsibility, special issue of *Diversity Digest* (Vol. 8, No. 3, 2005)

Other General Findings Related to Rigor & Curriculum

Faculty Report

· **Syllabi Development**. The faculty survey asked about sources used to develop their syllabi the first time they taught the course. Faculty reported that a) 50% used a syllabus a colleague previously used in the course; b) 28% used a generic syllabus housed in the department; c) 28% used the CAA course proposal for the course; d) 22% used a syllabus they had previously used at another university; e) 17% used no specific source.

- Syllabi review by CAA indicated impression that many standard parts of syllabi (objectives, course outline or description of content, course assignments/projects/papers, evaluation procedures, grading policy/scale, attendance policy, information for students with disabilities, office hours) were frequently missing. Instruction and evaluation described on the syllabus were often not clearly linked to learning objectives.

· **Student Time Studying for One Course**. 61% of faculty estimated that, for the surveyed course, students spent less than 2 to 3 hours or less per week outside of class preparing/doing work for the course (50% 2-3 hours, 11% 0-1 hour)

-- 73% of faculty reported that students are expected to READ less than 20 pages per week for the course

· **Student Writing**. 71% of faculty report that students are expected to WRITE fewer than 20 pages TOTAL for the course, not including writing for exams

— According to faculty survey, less rigorous types of writing predominate (40% reported summary of a single source, 50% reported reflections of personal experiences and opinions, 41% in-class writing to learn) fewer rigorous writing assignments (26% academic research papers, 26% longer reaction papers with multiple sources).

— Many papers in EWP are summary of personal experiences and opinions and summaries of a single source. Over 400 papers were reviewed by 2 EWP faculty readers to judge impression of level of critical thinking required by assignments. 31% of papers seemed to have an assignment which asked students to use a higher level of critical thinking such as analyzing, synthesizing, evaluating, building an argument/position with evidence and rationale.

· **Critical Thinking in Exam Questions.** 42% of faculty reported that the majority of their exam questions (61-100%) required students to recall

-31% of faculty reported that the majority of their exam questions required students to apply or analyze information/concepts

· Common Theme to Open Ended Feedback Across Areas of Faculty Survey Regarding Barriers to Improving Students' Skills: a) Lack of student preparation and motivation ; b) Some faculty suggested they would increase writing, critical thinking, rigor if others in same section/department raised expectations too in order to create more common student expectations.

Student Report (NESSE)

· **Student Total Time Studying for All Courses**. Only 19% of EIU seniors indicated on the NSSE that they spend 21 or more hours per week outside of classes studying (reading, writing, doing homework or lab work, analyzing data, etc.)

- 43% of Eastern's seniors spend 10 or fewer hours on these activities per week.

· **Student Writing**. When questioned about the number of papers they had written that were 20 pages or more, 60% of Eastern seniors indicated none and 34% indicated 1-4 (52% of students at other Illinois Public institutions reported writing no papers that were longer than 20 pages and 50% of students in our Carnagie class reported writing no papers longer than 20 pages)

· **Critical Thinking**. When asked how much in the current year they had been asked to memorize facts and then repeat them in the same form, 63% of Eastern's seniors answered "very much" or "quite a bit" While other university comparison groups answered similarly, these are high percentages for rote memorization at the

senior level and indicate that critical thinking activities, such as analysis and evaluation, may be less prevalent than desirable.

· Only 25% of Eastern seniors indicated they had or planned to work on a research project with a faculty member outside of a course. This percentage is 10% lower than other Illinois public universities; 6% lower than our Carnegie class. 10% fewer seniors at EIU reported 20+ papers while at EIU compared to other Illinois public universities.

Sharing Information and Gathering Feedback from Campus Constituencies

A 5-page overview document with the purpose of the committee work and one page for each learning goal was developed. A one page table comparing all four learning goals and possible questions to consider for discussion were also developed. These documents (see Appendix D) were shared in discussion with 17 university councils and committees on the dates listed in the table below.

#	Day	Date	Council / Committee
1	Tuesday	February 5	Faculty Senate
2	Monday	February 11	CEPS Curriculum Committee
3	Tuesday	February 12	Council of Deans
4	Wednesday	February 13	CEPS Administrative Council
5	Wednesday	February 13	LCBAS Administrative Council
6	Tuesday	February 19	CASL
7	Wednesday	February 20	COS Administrative Council
8	Thursday	February 21	Honors Council
9	Thursday	February 21	Faculty Development Advisory Council
10	Wednesday	February 27	CAH Administrative Council
11	Friday	March 1	COS Curriculum Council
12	Monday	March 4	LCBAS Curriculum Council
13	Tuesday	March 5	Continuing Education Advisory Council
14	Wednesday	March 6	CAH Curriculum Council
15	Tuesday	April 2	Academic Advising Center
16	Tuesday	April 2	Council on Graduate Studies
17	Tuesday	April 9	Council on Teacher Education

Detailed notes on discussion and suggestions were taken at each meeting. The notes regarding suggestions were organized by theme or responsibility and shared with the CAA Learning Goals committee.

Suggestions/Discussion from Councils and Committees Organized by Theme or Responsibility

CAA

1. **General**
    a. Increase campus awareness that CAA is the faculty body charged with campus curriculum governance.
    b. All of the work and results of the Learning Goals Committee should be published to the faculty as a whole.
    c. Remind faculty that this (i.e., the Learning Goals Committee) is not "busy work"—but an effort to increase student achievement of the university's Learning Goals.
    d. Explore what other universities (i.e., those who have better CLA results) are doing.
    e. Modify program review process to promote improvement in student learning.
2. **Learning Goals**
    a. Increase campus awareness of the current Learning Goals.
    b. Rework definitions of the current Learning Goals:
        i. Literacy (including reading and writing).
        ii. Oral communication.
        iii. Critical and reflective thinking.
        iv. Responsible global citizenship.
    c. Create a new Learning Goal on Quantitative Reasoning/Numeric Literacy.
    d. Develop a "core vocabulary" for the campus about the Learning Goals.

e. Define what levels in each of the Learning Goals should be achieved at each year (Freshman, Sophomore, Junior, Senior); have General Education address first two years; have majors address final two years.

3. General Education

a. Establish a committee to exercise oversight for the General Education curriculum.
b. Develop a common freshman-year experience focused on ensuring foundational achievement of Learning Goals.
c. Require ENG 1101, ENG 1102, CMN 1310, and Math be taken during freshman year.
d. Successful passing of exit assessments (e.g., EWP) should be a graduation requirement.
e. Consider focus of specific learning goal outcomes within specific segments of general education.
f. Replace senior seminar with department capstones.
g. Assess learning outcomes in general education

4. Course Proposals and Syllabi

a. Increase campus awareness of existing CAA syllabus policy, including required components and collection each semester.
b. Encourage incorporation of course objectives that address the Learning Goals in all classes, not just General Education courses.
c. Modify the course proposal form to include a matrix that enables correlation of course learning objectives to the Learning Goals.
d. Encourage chairs and deans to monitor syllabus quality.

Departments/Programs

1. General

a. Address and come to a common understanding and commitment to raising academic rigor.
b. Develop DAC language that rewards faculty work that integrates Learning Goals into courses.
c. Clarify the role of student evaluations in a context in which we are trying to increase academic rigor.

2. Learning Goals

a. Develop an understanding of the relationship between disciplinary content and the Learning Goals (skills), e.g., the developing of learning skills within matrices of discipline content.
b. Develop discipline-specific application of each of the Learning Goals.
c. Review program course requirements to determine to what degree Learning Goals are being addressed through the major sequence.
d. Align EIU's Learning Goals with discipline-specific accreditation standards.

3. Syllabi

a. Develop a common syllabus format.
b. Align course syllabi with CAA-approved course proposals; provide copy of approved course proposal to faculty member when assigned the course.
c. Ensure that learning objectives in all sections of a specific course are identical.
d. Chair and/or curriculum committee should monitor syllabus quality.

4. Program

a. Consider developing and implementing common exams and/or assignments for multi-section courses.
b. General education courses should be taught more within the context of the General Education program, rather than as introductory major courses.
c. Develop capstone experiences to integrate and assess achievement of Learning Goals in discipline-specific ways in alignment with a campus-wide framework.

Literacy

1. Need resources/teaching strategies for students who begin college not knowing how to read textbook and other course materials for comprehension or higher level skills
2. Increase the amount of reading assigned and for which students are held accountable.

3. Writing assignments should go beyond unsupported opinion and reflection and should incorporate higher-order processes that incorporate theory and research.
4. The Electronic Writing Portfolio should require a certain proportion of higher-order writing responses.
5. Create review board to ensure writing-intensive course quality.
6. Implement required writing-intensive course(s) in each major.
7. Help faculty differentiate between "writing assignments" and "the teaching of writing."

Critical Thinking

1. Increase higher-order objectives, activities, assignments, and assessment.
2. Teach students to analyze their own critical thinking skills.
3. Focus on active learning rather than passive reception of knowledge.

Global Citizenship

1. Elements of Global Citizenship should be defined in an understandable way that enables assessment.
2. Identify faculty experts in each element of Global Citizenship and have them facilitate faculty development workshops.
3. Split Global Citizenship into four distinct Learning Goals.

Oral Communication

1. Create "speaking-intensive" courses in general education and majors.
2. Explore intersections with critical thinking

Faculty as a Whole

1. Focus on united effort to improve student learning outcomes.
2. Discuss and come to an understanding of the relationships among academic freedom, common expectations, and accountability in regard to student learning.
3. Faculty should develop and articulate higher and more explicit expectations of their students.
4. Faculty should understand the role of the syllabus in defining expectations for course curriculum and learning, as well as for what instructors and students should do.
5. Focus on developing best practices, rather than blaming students.
6. Transform classroom instruction and activities to focus on active learning and the development of critical thinking; implement such ideas as "flipped classrooms" to enable this.
7. Create experiences that teach students how to study.
8. Develop appropriate supports that are targeted toward first-generation students.
9. Teach students to take control of their learning, struggle, fail, and adapt.

Faculty Development and Resources

1. A campus "bank" of resources for each of the Learning Goals should be developed, e.g., Writing Across the Curriculum, etc.
2. There should be a system for identifying and sharing successful practices on campus.
3. New faculty should receive training on the university's Learning Goals.
4. New faculty should receive training on syllabus expectations.
5. Resources and workshops should be available to assist with the challenge of remediating students who seem to lack adequate background knowledge and skills to be successful.
6. Develop Learning Goals workshops that are tailored to each department's needs.
7. Facilitate reading groups focused on each of the Learning Goals.
8. Provide workshops and resources that promote skill development among students.
9. Develop a Faculty Handbook

CAA Learning Goals Recommendations and 4-Year Proposal

Summary and Rationale

In response to multi-year concerns about student learning outcome data relative to the university's four learning goals, and in concert with the Provost's 2010-2011 priorities for improvement, the Council approved Proposal 11-116R on November 10, 2011, establishing a Council on Academic Affairs University Learning Goals Committee for the purpose of gathering information and data in order to review integration, instructional practices, and the effectiveness of EIU's four undergraduate university learning goals. The Committee has been comprised of Council members as well as CASL members, college curriculum committee members, and other campus faculty with expertise or interest in the university's undergraduate learning goals. A time frame of November 2011 through April 2013 was established for achieving the Committee's purpose.

Since its establishment, the Committee and its four subcommittees (Writing, Speaking, Critical Thinking, and Global Citizenship) have:

1. Reviewed learning goal assessment data provided by the Committee for the Assessment of Student Learning;
2. Surveyed the relevant research and practitioner literature;
3. Examined practices of peer and non-peer institutions;
4. Conducted a university-wide faculty survey;
5. Reviewed representative general education and major program syllabi;
6. Studied other relevant data, e.g., from the National Survey of Student Engagement and the Collegiate Learning Assessment within the Voluntary System of Accountability;
7. Presented preliminary findings and sought feedback from seventeen campus councils and committees, including: the Faculty Senate; the Council of Deans; the administrative councils and curriculum committees of the four academic colleges; the Honors Council, the Continuing Education Advisory Council; the Academic Advising Committee; the Council for the Assessment of Student Learning; the Faculty Development Advisory Council; the Council on Graduate Studies, and the Council on Teacher Education.

The information and data gathered in this work has been recorded in *Council on Academic Affairs Learning Goals Review Report*, as well as supporting documents with detailed results of the faculty survey, the syllabus review, and data from the Committee for the Assessment of Student Learning.

The Committee's time frame stipulated that it present finalized recommendations to the Council on Academic Affairs for adoption by April 2013, with implementation of recommendations to commence in the Fall 2013 semester. As the work of the Committee has progressed, it has become evident that the causes of this challenge are both complex and systemic, and that possible solutions to improve student learning outcomes will need to include curricular, instructional, assessment, faculty development, and administrative facets. Such work will require a great deal of thought, work, cooperation, and good will from faculty, administration, and staff.

The recommendations described below were developed for the primary purpose of increasing students' communication and critical thinking skills to function in a diverse global society. The recommendations are consistent with:

1. EIU's mission statement, which asserts that the university "offers superior, accessible undergraduate…education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching….Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders."

2. The university's recently completed strategic plan in which increasing critical thinking skills and academic rigor were themes within academic excellence.
3. The NCA Higher Learning Commission's accreditation criteria (effective January 2013), which EIU must meet, including that:
    a. the general education imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess;
    b. every degree program offered by the institution engages students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments;
    c. education offered by the institution recognizes the human and cultural diversity of the world;
    d. the institution maintains and exercises authority over the prerequisites for courses, rigor of courses, and expectations for student learning;
    e. the institution demonstrates a commitment to educational improvement through ongoing assessment of student learning;
    f. assumed practices of the HLC include that faculty participate substantially in the assurance of consistency in the level and quality of instruction and in the expectations of student performance; also that instructors communicate course requirements through syllabi.

Resolution

WHEREAS, The Council on Academic Affairs has the responsibility and authority for making recommendations to the President relative to academic regulations (Article II) and general education requirements for all undergraduate degrees (Article VII.A.2.a.2); the Council is also concerned with the maintenance of desirable standards in the university's curriculum (Article VII.A.1.c.3). Its bylaws specify that the Council may have standing committees, subcommittees, ad hoc committees, and any other committees deemed necessary by the Council (Article VI).

THEREFORE, the Committee proposes to the Council that it adopt the following recommendations and forward them to the President:

A. That the Council on Academic Affairs, in accordance with Article VI of its bylaws, establish a standing committee on General Education and University Learning Goals, the composition of which will be determined by the Council to ensure participation by all CAA members, as well as members from campus curricular councils, faculty learning goal experts, general education instructors, and other units (e.g., CASL, Faculty Development, etc.) The specific tasks to be accomplished as listed below are to be conducted under the aegis and with the final approval of the Council.

B. That this committee be initially charged with the implementation of the following plan, which is focused on improving student learning outcomes at the university through systemic increase in rigor and improvement of curricular, instructional, and assessment practices in both the general education and major programs.

1. Year One (2013-14)—Reinvigorating the University's Learning Goals

1. Fall 2014
    a. Finalize and adopt, after circulation to the university's curricular bodies, proposed changes and/or additions to the undergraduate learning goals.
    b. Revise the CAA Course Proposal Form to support more systematic inclusion of the university learning goals in all new and revised undergraduate courses.

c. Study higher education syllabus best practices, then review and revise the existing CAA syllabus policy.

d. Study the university program review process and format to emphasize the importance of curricular, instructional, and assessment practices supportive of higher student achievement of the learning goals.

e. Develop resources supportive of a Spring 2014 series of CAA workshops on:

1) Academic rigor

2) Writing and reading

3) Speaking and listening

4) Critical thinking

5) Global citizenship

6) Quantitative literacy

7) University learning goals in the majors

2. Spring 2014

a. Present the workshop series listed above; sharing resources with faculty through website and physical distribution

b. Study general education approaches to facilitate systematic support of learning goal achievement, including the freshman year experience; curricular revision of key, foundational general education courses; and more systematic inclusion of learning goals throughout the general education segments

B. Year Two (2014-15)—Aligning the General Education Curriculum

1. Fall 2014

a. Revise curriculum of key, foundational general education courses to ensure introductory competence in learning goals during freshman year.

b. Develop common, consistent expectations for course rigor and student achievement of learning goals within segments of general education program.

c. Partner with CASL to develop plan for assessment within general education courses.

2. Spring 2015

a. Present workshops on revision of general education courses and expectations for general education segments.

b. Study models for discipline-based capstone and assessment practices supportive of the learning goals.

c. Study current adoption of learning goals within majors and discipline-based capstone and assessment practices at EIU.

d. Develop framework for extension of learning goals within major programs, especially in upper division courses and program assessment practices.

C. Year Three (2015-16)—Extending the Learning Goals into the Majors

1. Fall 2015 and Spring 2016

a. Implementation of general education changes developed in Year Two.

b. Design of continuous General Education review system.

c. Work with departments to implement framework for extension of learning goals within major programs.

D. Year Four (2016-17)—Institutionalizing Learning Goal Improvement

1. Fall 2016 and Spring 2017

   a. Implement department plans for extending learning goals in major programs.

   b. Implement monitoring, assessment, and refinement of general education practices.

2. Spring 2017

   a. Plan for five-year (Fall 2017) follow-up study (faculty survey, syllabi review, NSSE, VSA, etc.).

E. Year Five (2017-18)—Assessing Impact

1. Replicate CAA Learning Goals study of 2012-13.

Appendix A: Formation of CAA University Learning Goals Committee

November 10, 2011

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 comprised of one faculty expert, one student representative, one college curriculum committee representative, and two CAA faculty members. The executive committee will be composed 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

Appendix B: Faculty Survey

CAA Learning Goals - Course Information

-The Council on Academic Affairs (CAA) is in the second year of reviewing Eastern Illinois University's undergraduate learning goals.
- As part of this process, CAA is surveying EIU faculty members in order to understand how instruction is carried out to support the achievement of the current learning goals.
- The data from this survey will be used to analyze how curriculum is delivered and instruction and carried out across the array of coursework offered at EIU.
- Your answers are confidential, and the data from the survey will not be reviewed or analyzed in reference to a specific course or faculty member.
- CAA will incorporate the results of this survey in a report on EIU's learning goals to be issued by the end of the 2012-13 academic year.

1 - Course CRN (5 digits, from your invitation letter or email)
2 - Course Prefix and Number (e.g., ART 2400)
3 - Please provide your EIU email. Doing so will enable you to receive a copy of your survey answers. Your email address will be deleted from your survey answers upon completion of data collection, and will not be used in data analysis or for reporting.

4 - Choose all that apply:
4A - This course is required for a major.
4B - This course may be used for a major.
4C - This course may be used to meet a general education requirement.
4D - This course may only be used as an elective.

5 - Which of the following were significant sources you used for this course's syllabus the first time you taught the course? (choose all that apply)
5A - The CAA-approved course proposal located in the EIU Electronic Course Library
5B - A "generic" course syllabus housed in the department
5C - A syllabus a colleague used previously in this course
5D - No specific source was used.

6 - How much time do you think students actually spent preparing for this class/doing work for this course outside of class meetings each week? (Choose one)
6A - 0-1 hours
6B - 2-3 hours
6C - 4-6 hours
6D - 7-9 hours
6E - 10 or more hours

7 - Which of the following most closely represents the instructional activities conducted for class sessions in this course? (choose one)
7A - ALL or ALMOST ALL activities during class were directly led by the instructor (e.g., lecture, modeling, media presentations).
7B - MORE THAN HALF of all activities were directly led by this instructor; less than half were initiated, conducted, or led by students (e.g., discussion, small group projects, hands-on activities).

7C - There was an APPROXIMATELY EQUAL balance between instructor-led and student-centered activities in the class.
7D - MORE THAN HALF of all activities were student-centered; less than half were instructor-led.
7E - ALL OR ALMOST ALL activities were student-centered.

8 - For this course, how many pages of reading per week were students held accountable through some form of assignment related to the reading (e.g., quizzes, writing assignments, online discussions)? (Choose one)
8A - 0-5 pages per week
8B - 6-10 pages per week
8C - 11-15 pages per week
8D - 16-20 pages per week
8E - More than 20 pages per week

9 - When students were required to read for this course, the assignments or assessments used for student accountability required students to (choose all that apply):
9A - Gain knowledge, comprehend, summarize, and recall information
9B - Integrate new information from readings with previous knowledge
9C - Synthesize and apply information
9D - Evaluate assumptions/arguments and quality of supporting data/evidence in readings
9E - Evaluate/develop conclusions, implications, and consequences
9F - Not applicable; assignments/assessments based on readings not required

10 - How else (other than the methods listed above) did you hold students accountable for required reading?

CAA Learning Goals – Writing
EIU graduates will demonstrate the ability to write effectively.
EIU students will prepare written assignments that demonstrate competent writing skills including:

- Establishing and maintaining focus and appropriate voice;
- Awareness of audience (degree of knowledge and expectation);
- Organization that enhances presentation of materials/ideas;
- Development of ideas supported by details;
- Use of effective sentence structure, syntax, and diction;
- Use of correct mechanics; and
- Proper use and documentation of sources.

1 - Course CRN (5 digits, from your invitation letter or email)
2 - Course Prefix and Number (e.g., ART 2400)
3 - Please provide your EIU email. Doing so will enable you to receive a copy of your survey answers. Your email address will be deleted from your survey answers upon completion of data collection, and will not be used in data aalysis or for reporting.

4 - Which of the following most closely represents the relationship of the effective writing goal to this course's objectives? (Choose one.)
4A - The writing goal was very closely related to the objectives of the course.
4B - The writing goal was strongly related to the objectives of the course.
4C - The writing goal was moderately related to the objectives of the course.
4D - The writing goal was minimally related to the objectives of the course.
4E - The writing goal was not related to the objectives of the course.

5 - Near the beginning of this course, how prepared were the majority of your students to write effectively? (Choose one.)
5A - Very well-prepared
5B - Well-prepared
5C - Adequately prepared
5D - Less than adequately prepared
5E - Not prepared at all
5F - No basis to judge

6 - Estimate the total number of pages students were required to write for this class, not including exams. (Choose one)
6A - 0 pages
6B - 1-2 pages
6C - 3-5 pages
6D - 6-10 pages
6E - 11-20 pages
6F - 21-30 pages
6G - More than 30 pages

7 - Which of the following types of writing did students complete for this course? (Choose all that apply.)
7A - In-class writing-to-learn activities
7B - Online writing-to-learn activities
7C - Reflections of personal experiences and opinions
7D - Brief (1-2 page) professional writing (e.g., letters, memos, lesson plans, lab reports)
7E - Summaries/insights based on a single source
7F - Longer reaction papers integrating multiple sources
7G - Professional writing requiring integration/interpretation from multiple sources
7H - Academic research papers
7I - Creative (e.g., fiction, poetry)
7J - None of the above.

8 - List any types of writing (other than those above) that your students completed.

9 - Which of the following techniques were used in this class to facilitate writing improvement? (Choose all that apply.)
9A - Instructor provided models of good writing
9B - Instructor provided handouts/resources for students about writing
9C - Students revised papers based on instructor feedback that was not graded
9D - Students revised papers after peer review
9E - Students revised papers after instructor assigned a grade and gave feedback
9F - Instructor spent class time discussing writing
9G - Instructor conferenced with individual students about writing
9H - Instructor sequenced writing assignment stages so they would build upon one another
9I - No techniques were used to facilitate writing improvement.

10 - List any techniques you used (other than those listed above) to facilitate writing improvement.

11 - How often did you use writing rubrics or detailed evaluation criteria to grade and give feedback on writing assignments in this course? (Choose one)
11A - Always (100% of the time)
11B - Often (more than 50% of the time)
11C - Occasionally (less than 50% of the time)
11D - Never (0% of the time)

12 - How much weight did a student's writing skills contribute to the final course grade? (Choose one)
12A - A great deal of weight (more than 35%)
12B - Moderate weight
12C - Some weight (6-15%)
12D - Little or no weight (0-5%)

13 - Overall, as a result of students taking this class, most students' writing skills: (choose one)
13A - Improved substantially
13B - Improved quite a bit
13C - Improved somewhat
13D - Improved slightly
13E - Probably did not improve

14 - Which of the following were barriers to targeting the writing goal in this class? (Choose all that apply.)
14A - Learning goal not related to course objectives/content
14B - Class size
14C - Lack of instructor knowledge/skills in teaching/facilitating writing
14D - Time consuming nature of grading writing
14E - Concerns about negative student feedback on course/instructor evaluations
14F - Instructor assumed/expected students to have learned writing skills already.
14G - Instructor did not see developing of writing skills as important
14H - There were no barriers; I was able to effectively target this learning goal.

15 - What barriers (other than those listed above) did you encounter in targeting writing?

16 - For this course, what was your personal level of comfort and preparation for developing your students' writing skills? (Choose one)
16A - Very prepared and comfortable
16B - Moderately prepared and comfortable
16C - Somewhat prepared and comfortable
16D - Not at all prepared and comfortable

17 - What would help you better develop your students' writing skills in this course?

CAA Learning Goals – Speaking
EIU graduates will demonstrate the ability to speak effectively.
The student should demonstrate the ability to complete the steps necessary for an oral presentation or formal speaking activity including:
- Collect, analyze, and synthesize source material;
- Recognize the audience, and shape the presentation appropriately;

- Organize ideas effectively;
- Use effective language skills, including appropriate grammar, diction, and sentence structure;
- Use effective verbal communication skills, including volume, rate of speech, and pronunciation, and;
- Employ effective nonverbal communication skills, including eye contact and gestures.

1 - Course CRN (5 digits, from your invitation letter or email)
2 - Course Prefix and Number (e.g., ART 2400)
3 - Please provide your EIU email. Doing so will enable you to receive a copy of your survey answers. Your email address will be deleted from your survey answers upon completion of data collection, and will not be used in data analysis or for reporting.

4 - Which of the following most closely represents the relationship of the effective speaking goal to this course's objectives? (Choose one.)
4A - The speaking goal was very closely related to the objectives of the course.
4B - The speaking goal was strongly related to the objectives of the course.
4C - The speaking goal was moderately related to the objectives of the course.
4D - The speaking goal was minimally related to the objectives of the course.
4E - The speaking goal was not related to the objectives of the course.

5 - Near the beginning of this course, how prepared were the majority of your students to speak effectively? (Choose one.)
5A - Very well-prepared
5B - Well-prepared
5C - Adequately prepared
5D - Less than adequately prepared
5E - Not prepared at all
5F - No basis to judge

6 - What kind of speaking activities did students use in class? (Choose all that apply.)
6A - Preparing for a speech (research, organizing, outlining)
6B - Delivering a speech
6C - Reflecting on or responding to feedback
6D - Informative presentation
6E - Persuasive or advocacy presentation
6F - Group presentation
6G - Debates
6H - Panel discussions/symposia
6I - Leading small group discussion/conducting focus group
6J - Leading large group discussion
6K - Active listening and providing feedback on oral communication
6L - Oral exam
6M - Interview
6N - Video presentation
6O - None of the above

7 - List any kinds of speaking (other than those above) that your students completed.

8 - Which of the following techniques were used in this class to facilitate speaking improvement? (Choose all that apply.)

8A - Instructor provided explicit models of good speaking/listening (e.g., videos, written samples)
8B - Instructor provided handouts/resources for students about speaking/listening
8C - Instructor provided resources on organizing and adapting oral communication
8D - Instructor provided information on effectively delivering oral communication
8E - Instructor conferenced with students about individual speaking skills
8F - Students had additional speaking activities/assignments after responding to/reflecting on instructor feedback about speaking skills
8G - Students had additional speaking activities/assignments after responding to/reflecting on peer feedback about speaking skills
8H - Students were required to self-evaluate speaking skills
8I - No techniques were used to facilitate speaking improvement

9 - List any techniques you used (other than those listed above) to facilitate speaking improvement.

10 - How often did you use speaking rubrics or detailed evaluation criteria to grade and give feedback on writing assignments in this course? (Choose one)

10A - Always (100% of the time)
10B - Often (more than 50% of the time)
10C - Occasionally (less than 50% of the time)
10D - Never (0% of the time)

11 - How much weight did a student's speaking skills contribute to the final course grade? (Choose one)

11A - A great deal of weight (more than 35%)
11B - Moderate weight (16-35%)
11C - Some weight (6-15%)
11D - Little or no weight (0-5%)

12 - Overall, as a result of students taking this class, most students' speaking skills: (choose one)

12A - Improved substantially
12B - Improved quite a bit
12C - Improved somewhat
12D - Improved slightly
12E - Probably did not improve

13 - Which of the following were barriers to targeting the speaking goal in this class? (Choose all that apply.)

13A - Learning goal not related to course objectives/content
13B - Class size
13C - Lack of instructor knowledge/skills in teaching/facilitating speaking
13D - Time consuming nature of grading speaking difficult with other job expectations
13E - Concerns about negative student feedback on course/instructor evaluations
13F - Instructor assumed/expected students to have learned speaking skills already
13G - Instructor did not see developing of speaking skills as important
13H - Formally grade speaking assignments take too much class time
13I - There were no barriers; I was able to effectively target this learning goal.

14 - What barriers (other than those listed above) did you encounter in targeting speaking?

15 - For this course, what was your personal level of comfort and preparation for developing your students' speaking skills? (Choose one)
15A - Very prepared and comfortable
15B - Moderately prepared and comfortable
15C - Somewhat prepared and comfortable
15D - Not at all prepared and comfortable

16 - What would help you better develop your students' speaking skills in this course?

17 - What oral communication skills do you want your majors to have? (choose all that apply)
17A - Engaging audience
17B - Answering questions
17C - Interviewing (being the interviewer or the interviewee)
17D - Using visual aids
17E - Translating technical information for lay audiences
17F - Sales
17G - Articulation
17H - Debating
17I - Adapting based on audience/communication partner(s) needs/feedback
17J - Impromptu speaking
17K - Giving an individual informative, persuasive, grant presentation, research finding or report
17L - Giving a group presentation
17M - Participating in symposia/colloquia
17N - Facilitating/running meetings

18 - What other speaking skills (other than those listed above) do you want your majors to have?

CAA Learning Goals - Critical Thinking
The student should demonstrate the ability to:
- Sort, evaluate, and interpret information;
- Formulate hypotheses and strategies for analysis;
- Comprehend and extract significant evidence;
- Recognize and evaluate assumptions, evidence, and reasoning;
- Detect fallacious arguments;
- Reason deductively; and
- Apply techniques, rules, and models to solve problems.

1 - Course CRN (5 digits, from your invitation letter or email)
2 - Course Prefix and Number (e.g., ART 2400)
3 - Please provide your EIU email. Doing so will enable you to receive a copy of your survey answers. Your email address will be deleted from your survey answers upon completion of data collection, and will not be used in data analysis or for reporting.

4 - Which of the following most closely represents the relationship of the critical thinking goal to this course's objectives? (Choose one.)
4A - The critical thinking goal was very closely related to the objectives of the course.

4B - The critical thinking goal was strongly related to the objectives of the course.
4C - The critical thinking goal was moderately related to the objectives of the course.
4D - The critical thinking goal was minimally related to the objectives of the course.
4E - The critical thinking goal was not related to the objectives of the course.

5 - Near the beginning of this course, how prepared were the majority of your students critical thinking skills? (Choose one.)
5A - Very well-prepared
5B - Well-prepared
5C - Adequately prepared
5D - Less than adequately prepared
5E - Not prepared at all
5F - No basis to judge

6 - Select all techniques below that were used to facilitate critical thinking improvement. (Choose all that apply)
6A - Instructor provided explicit models of his/her thought process through "think aloud" for issues/problems within the discipline
6B - Instructor provided handouts/resources for students about critical thinking processes
6C - Instructor provided definition of critical thinking and explicit expectations for critical thinking in course assignments
6D - Instruction/activities provided on effectively identifying own perspective, other salient perspectives, and influence of relevant context on an issue
6E - Instruction/activities provided on interpreting and evaluating information, evaluating assumptions and quality of supporting data/evidence
6F - Instruction/activities provided on evaluating conclusions, implications and consequences
6G - Instructor coached students in thinking while students are actively engaged in practicing thinking; instructor probed dimensions of thinking such as reasons, interpretations, conclusions, responses to alternative conclusions/view points
6H - Instructor conferenced with students about individual critical thinking skills
6I - Students required to evaluate peers' critical thinking skills
6J - Students required to self-evaluate critical thinking skills
6K - No techniques were used to facilitate critical thinking improvement

7 - List any kinds of techniques (other than those above) that you used to facilitate critical thinking improvement.

8 - How often did you use critical thinking rubrics or detailed evaluation criteria to grade and give feedback on writing assignments in this course? (Choose one)
8A - Always (100% of the time)
8B - Often (more than 50% of the time)
8C - Occasionally (less than 50% of the time)
8D - Never (0% of the time)

9 - What percentage of your exam questions required students to recall and comprehend information and concepts?
9A - 0-20%
9B - 21-40%
9C - 41-60%
9D - 61-80%
9E - 81-100%

9F - Not applicable/no exams given

10 - What percentage of your exam questions required students to apply or analyze information and concepts?
10A - 0-20%
10B - 21-40%
10C - 41-60%
10D - 61-80%
10E - 81-100%
10F - Not applicable/no exams given

11 - What percentage of your exam questions required students to synthesize or evaluate information and concepts?
11A - 0-20%
11B - 21-40%
11C - 41-60%
11D - 61-80%
11E - 81-100%
11F - Not applicable/no exams given

12 - Overall, as a result of students taking this class, most students' critical thinking skills: (choose one)
12A - Improved substantially
12B - Improved quite a bit
12C - Improved somewhat
12D - Improved slightly
12E - Probably did not improve

13 - Which of the following were barriers to targeting the critical thinking goal in this class? (Choose all that apply.)
13A - Learning goal not related to course objectives/content
13B - Introductory course within discipline requires focus on learning basic facts
13C - Class size
13D - Course had dense content—majority of class time focused on dissemination and comprehension of content
13E - Lack of instructor knowledge/skills in teaching/facilitating critical thinking
13F - Time consuming nature of developing and grading relevant active learning projects/papers difficult with other job expectations
13G - Difficult to assess
13H - Concerns about negative student feedback on course/instructor evaluations
13I - Instructor assumed/expected students to have learned critical thinking skills already.
13J - Instructor did not see developing of critical thinking skills as important.
13K - There were no barriers; I was able to effectively target the critical thinking goal.

14 - What barriers (other than those listed above) did you encounter in targeting critical thinking?

15 - For this course, what was your personal level of comfort and preparation for developing your students' critical thinking skills? (Choose one)
15A - Very prepared and comfortable
15B - Moderately prepared and comfortable

15C - Somewhat prepared and comfortable
15D - Not at all prepared and comfortable

16 - What would help you better develop your students' critical thinking skills in this course?

CAA Learning Goals - Global Citizenship
EIU graduates will demonstrate the ability to function as responsible global citizens.
Students should demonstrate the ability to:

- Display civic engagement
- Convey an understanding of history, including an ability to comprehend world-shaping forces and events that have affected human culture
- Exhibit an appreciation of diversity both at home and abroad
- Make objective decisions informed by multiple perspectives
- Behave ethically and make ethical decisions

1 - Course CRN (5 digits, from your invitation letter or email)
2 - Course Prefix and Number (e.g., ART 2400)
3 - Please provide your EIU email. Doing so will enable you to receive a copy of your survey answers. Your email address will be deleted from your survey answers upon completion of data collection, and will not be used in data analysis or for reporting.

4 - Which of the following most closely represents the relationship of the global citizenship goal to this course's objectives? (Choose one.)
4A - The global citizenship goal was very closely related to the objectives of the course.
4B - The global citizenship goal was strongly related to the objectives of the course.
4C - The global citizenship goal was moderately related to the objectives of the course.
4D - The global citizenship goal was minimally related to the objectives of the course.
4E - The global citizenship goal was not related to the objectives of the course.

5 - Near the beginning of this course, how prepared were the majority of your students global citizenship skills? (Choose one.)
5A - Very well-prepared
5B - Well-prepared
5C - Adequately prepared
5D - Less than adequately prepared
5E - Not prepared at all
5F - No basis to judge

6 - How much was "understanding forces, events and experiences that shaped or will shape history and culture (at home or abroad" targeted in this class? (choose one)
6A - Not targeted in the course.
6B - Targeted at least a couple times, possibly implicitly.
6C - Targeted multiple times in an explicit manner.
6D - Targeted frequently in an explicit manner.
6E - Targeted very frequently in an explicit manner.

7 - How much was "interpreting aspects of others' cultures and countries with greater sophistication and accuracy" targeted in this class? (choose one)

7A - Not targeted in the course.
7B - Targeted at least a couple times, possibly implicitly.
7C - Targeted multiple times in an explicit manner.
7D - Targeted frequently in an explicit manner.
7E - Targeted very frequently in an explicit manner.

8 - How much was "learning to see the world from a different vantage point" targeted in this class? (choose one)
8A - Not targeted in the course.
8B - Targeted at least a couple times, possibly implicitly.
8C - Targeted multiple times in an explicit manner.
8D - Targeted frequently in an explicit manner.
8E - Targeted very frequently in an explicit manner.

9 - How much was "acquiring a deeper understanding of diverse institutions, workplaces, or local and global communities and developing capacities to differentiate multiple kinds of diversities" targeted in this class? (choose one)
9A - Not targeted in the course.
9B - Targeted at least a couple times, possibly implicitly.
9C - Targeted multiple times in an explicit manner.
9D - Targeted frequently in an explicit manner.
9E - Targeted very frequently in an explicit manner.

10 - How much was "the development of personal responsibility by striving for excellence" targeted in this class? (choose one)
10A - Not targeted in the course.
10B - Targeted at least a couple times, possibly implicitly.
10C - Targeted multiple times in an explicit manner.
10D - Targeted frequently in an explicit manner.
10E - Targeted very frequently in an explicit manner.

11 - How much was "cultivating personal and academic integrity" targeted in this class? (choose one)
11A - Not targeted in the course.
11B - Targeted at least a couple times, possibly implicitly.
11C - Targeted multiple times in an explicit manner.
11D - Targeted frequently in an explicit manner.
11E - Targeted very frequently in an explicit manner.

12 - How much was "developing competence in moral and ethical reasoning" targeted in this class? (choose one)
12A - Not targeted in the course.
12B - Targeted at least a couple times, possibly implicitly.
12C - Targeted multiple times in an explicit manner.
12D - Targeted frequently in an explicit manner.
12E - Targeted very frequently in an explicit manner.

13 - How much was much "developing social responsibility by contributing to a larger community" targeted in this class? (choose one)
13A - Not targeted in the course.

13B - Targeted at least a couple times, possibly implicitly.
13C - Targeted multiple times in an explicit manner.
13D - Targeted frequently in an explicit manner.
13E - Targeted very frequently in an explicit manner.

14 - Select all techniques below that were used to facilitate global citizenship improvement. (Choose all that apply)
14A - Taught students about forces, events and experiences that shaped or will shape history and culture (at home; or abroad) within the course subject
14B - Encouraged students to include diverse perspectives related to the course subject
14C - Expected students to apply their knowledge through active engagement and leadership
14D - Involved students in the creation of new opportunities for increasing cultural awareness, expressing diverse opinions, or facilitating dialog with an eye toward change related to the course subject
14E - Had high expectations for student honor, responsible behavior, honesty and other ethical behaviors
14F - Encouraged students to consider social and economic equality of diverse communities historically, now and in the future
14G - Readings, discussion, assignments, and/or case studies involving social justice
14H - Readings, discussion, assignments, and/or case studies involving community sustainability
14I - Readings, discussion, assignments, and/or case studies involving global sustainability
14J - Readings, discussion, assignments, and/or case studies involving ethics/personal responsibility
14K - Used diverse perspectives in examples and exercises in course
14L - Incorporated examples and activities based on historic events and issues
14M - No techniques were used to facilitate improvement in global citizenship

15 - List any kinds of techniques (other than those above) that you used to facilitate global citizenship improvement.

16 - How often did you use rubrics or detailed evaluation criteria to grade and give feedback on knowledge/skills related to global citizenship in assignments? (Choose one)
16A - Always (100% of the time)
16B - Often (more than 50% of the time)
16C - Occasionally (less than 50% of the time)
16D - Never (0% of the time).

17 - Did you require students as part of the course to apply their knowledge by participating in any of the following? (check all that apply)
17A - Community engagement
17B - Service learning projects
17C - Participation in presentations or other media outside the class environment
17D - No, I did not require this
17E - These activities were not appropriate for this course

18 - In what activities (other than those listed above) did you require students to participate in order to apply their knowledge?

19 - Overall, as a result of students taking this class, most students' global citizenship skills: (choose one)
19A - Improved substantially
19B - Improved quite a bit

19C - Improved somewhat
19D - Improved slightly
19E - Probably did not improve

20 - Which of the following were barriers to targeting global citizenship in this class? (Choose all that apply)
20A - Global citizenship learning goal not related to course objectives/content
20B - Learning goal of global citizenship seems vague and difficult to interpret
20C - Lack of instructor knowledge/skills in teaching/facilitating objectives within global citizenship goal
20D - Class size
20E - Difficult to assess knowledge/skills related to global citizenship
20F - Concerns about negative student feedback on course/instructor evaluations
20G - Not enough time (other goals took priority)
20H - I did not consider global citizenship goal to be important
20I - There were no barriers; I was able to effectively target this learning goal.

21 - What barriers (other than those listed above) did you encounter in targeting global citizenship?

22 - For this course, what was your personal level of comfort and preparation for developing your students' global citizenship skills? (Choose one)
22A - Very prepared and comfortable
22B - Moderately prepared and comfortable
22C - Somewhat prepared and comfortable
22D - Not at all prepared and comfortable

23 - What would help you better develop your students' global citizenship skills in this course?

Appendix C: 2010 WAC Writing Requirement Proposal

To: Council on Academic Affairs
From: Tim N. Taylor, Director of Writing Across the Curriculum
Date: April 12, 2011
Subject: Status of WAC Proposal and Concerns about Writing-Intensive Courses

Because the Writing Across the Curriculum (WAC) Committee's proposal ("Writing-Intensive and Writing-Centered Courses for 'Requirements for the Bachelor's Degree" Under III. Academic Regulations and Requirements") has been tabled indefinitely, the WAC Proposal Report provides a context for the proposal, explains its rationale, addresses concerns about the proposal, raises issues with the current definition of writing-intensive courses, and offers possible avenues for WAC at Eastern Illinois University.

The first part of WAC Proposal Report provides a context for the WAC proposal and WAC in general. In the second part of the report, I provide four main concerns about the proposal and WI courses with possible actions and solutions to those concerns. As Director of Writing Across the Curriculum Committee, I submit these concerns and suggestions to solicit feedback and guidance from CAA in order for the WAC Committee to move forward in a productive manner.

The concerns and possible actions and solutions are the following:

- Concern 1: Stakeholders have issues with the definition of Writing-Intensive (WI) courses.
    - Option A—Solicit feedback and consider revising the definition of WI courses.
    - Option B—Consider moving to a writing in the major model while keeping WI courses.

- Concern 2: Implementing the graduation requiring and requiring more WI courses for majors entails massive redesign of courses.
    - Option A—Implement specific language into the WI course definition that clearly details how disciplinary discourse and genres can be used in those courses.

- Concern 3: Creating a graduation requirement for WC/WI course is not more important than the undergraduate learning goals of speaking, critical thinking, and "mathematical competencies."
    - Option A—CAA could consider developing speaking-intensive courses or a speaking across the curriculum initiative.
    - Option B—The WAC committee could investigate whether creating a "quantitative literacy" component is necessary if WI courses are redefined.

- Concern 4: There is a lack of incentive to teach WI courses.
    - Option A—CAA could consider whether providing 3.5 CUs for WI courses is a feasible solution to create an incentive.
    - Option B—CAA could consider capping WI courses to a certain level that makes pedagogical sense, such as 25 students, which is the recommendation when WAC was first implemented at EIU.

I plan to direct the WAC committee to find ways to improve the undergraduate learning goals of writing and critical thinking at Eastern while also focusing on the strong writing and teaching that already happens at EIU. I look forward to your feedback in response to the WAC Proposal Report.

2010 WAC Writing Graduation Requirement Proposal

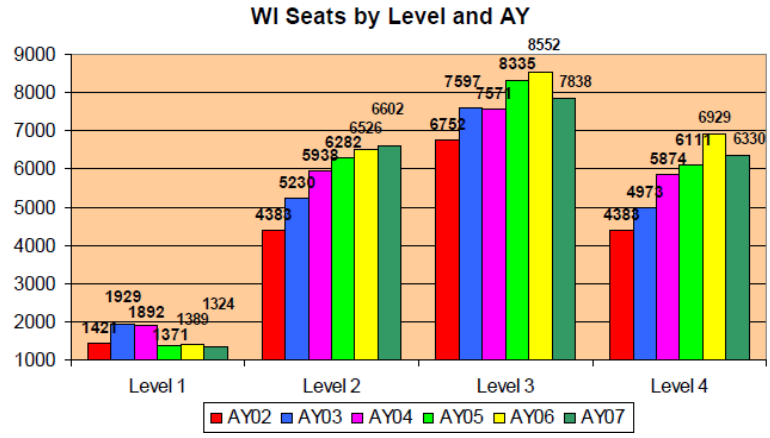
The History of WAC at EIU & the EWP

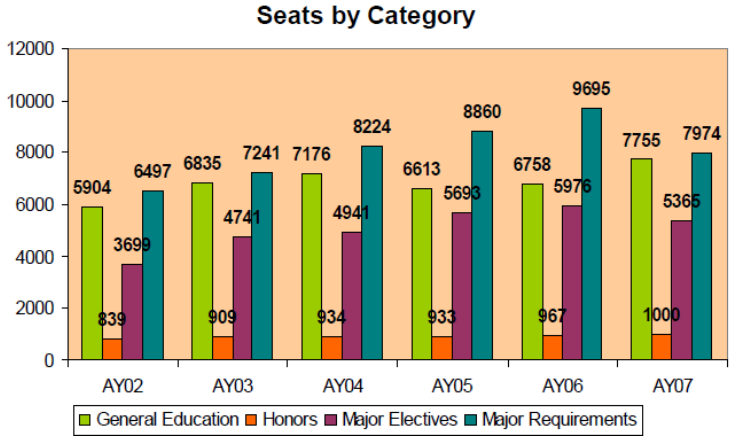
WAC as a committee began in 1990 as part of the revision of what was called the core curriculum, and in 1998 there was a formal designation of different types of classes across all curricula: writing-centered (WC), writing-intensive (WI), and writing-active (WA) courses. In WC courses, the "quality of the students' writing is the principal determinant of the course grade." WI courses "serve the dual purpose of strengthening writing skills and deepening understanding of course content." And in WA courses, "frequent, brief writing activities and assignments are required." For more detailed information on the definition of those courses from the catalog, see Appendix A.

The Electronic Writing Portfolio (EWP) was developed in academic year 1999/2000 to replace the Writing Competency Exam. The EWP began for first-year students in AY01 with the first submissions accepted in November 2000. In AY02 all students following that year's and subsequent undergraduate catalogs were subject to the EWP as a graduation requirement. This assessment tool, rather than academic requirements, compelled students to enroll in a minimum number of WI/WC courses in order to submit papers each year to the EWP.

When students were required to take a WI course each year to meet the EWP requirement, there was an increase in the number of courses and seats designated as WI. Courses were developed as WI within the general education and major requirements. For details about these increases, please see the table and the graphs below.

	AY 2001/2002	AY 2003/2004	AY 2007/2008
Number of WI Courses	351	416	474
Number of WI Seats	16,939	21,275	22,173





In AY 2008/2009 revisions to the EWP were implemented, so papers that met a minimum number of words could be submitted from *any* class. Therefore, students no longer have an academic requirement to complete WI courses other than the EIU Senior Seminar.

The 2010 Proposal and the EIU Context
The tabled WAC proposal is an attempt to reinstate a *de facto* requirement that was in place at one time while also reinforcing the importance of writing across the curriculum (WAC) and writing in the disciplines (WID).

The proposal is as follows:
The Writing Across the Curriculum Committee proposes that Eastern Illinois University adopt the following provisions under "Requirements for the Bachelor's Degree":

> A native student must successfully complete four writing-intensive and/or writing-centered courses beyond English 1001G and English 1002G.
>
> A transfer student with between 30 to 59 semester hours must successfully complete three writing-intensive and/or writing-centered courses beyond English 1001G and English 1002G.
>
> A transfer student with 60 semester hours or more must successfully complete two writing-intensive and/or writing-centered course beyond English 1001G and English 1002G.

Because the required courses for most majors haven't changed in substantial ways, students are still taking WC and WI courses if the requirements for their majors mandate them. Those grandfathered WI courses explain why, according to a statistical analysis done at the time of the proposal (see Appendix B), students in most majors already met the proposed graduation requirement.

At present though, based on assessment data from CASL and the reader reports from the EWP over the past few years, it's clear that Eastern's curriculum could do a stronger job of developing students' writing and critical thinking skills, which have been the dual goals of WI courses and the WAC program since their inception.

The proposal creates graduation requirements for WI courses that are the same for transfer students as they were under the EWP requirements, and it increases the requirements by one course for native students.

The table on the next page compares the defunct EWP requirements to the WC/WI graduation proposal.

	WC/WI Course Requirements due to EWP (2000-2008)	Proposed WC/WI Requirements
Native Students	**The first essay/document** will come from a writing-centered course in the General Education curriculum, ENG 1001G, ENG 1002G, ENG 1091G,or ENG 1092G (generally completed before the student has earned 30 hours).**The second essay/document** will come from a writing-centered or writing-intensive course at the 1000, 2000, or 3000 level (generally completed when the student has earned between 30 and 59 hours).**The third essay/document** will come from an upper-division, writing-centered or writing-intensive course at the 3000 or 4000 level (generally completed when the student has earned between 60 and 89 hours).**The fourth essay/document** will come from the Senior Seminar (generally completed after the student has earned 90 hours).*Required submissions from ENG 1001 or 1002 and Senior Seminar plus **2 additional WI or WC** courses.*	A native student must successfully complete four writing-intensive and/or writing-centered courses beyond English 1001G and English 1002G. *ENG 1001/1002 and Senior Seminar are academic requirements; proposal would require **3 additional WI or WC** courses*

Transfer Students	Students who take English 1001G and 1002G (or their honors equivalents) elsewhere will receive an exemption for their first submission. Transfer students will submit corresponding to the number of credits they transfer in: fewer than30 hours must submit the first document; between **30-59 hours must submit 3 documents**; **60 hours or over must submit 2 documents**. All students must submit at least two documents.	A transfer student with between **30 to 59** semester hours must successfully complete **3** writing-intensive and/or writing-centered courses beyond English 1001G and English 1002G. A transfer student with **60 semester hours** or more must successfully complete **2** writing-intensive and/or writing-centered course beyond English 1001/1002.

Analyses completed using course completion data supplied by Amy Edwards/Mary Harrington-Perry show how many students already meet the requirements (see spreadsheets in a separate attachment).

- In AY 2008/2009 and AY 2009/2010 the mean number of WI or WC courses (excluding ENG 1001,1002) taken by EIU native graduating students was eight. Only, 119 out of 1199 native students graduating in 2009 would not have met the current WI/WC proposal requirements. If the proposal were changed to 3 required courses beyond ENG 1001/1002, then only 22 students would not have met requirements.

- In AY 2008/2009 and AY 2009/2010 the mean number of WI or WC courses (excluding ENG 1001,1002) taken by EIU transfer graduating students was six. Only 13 transfers out of 1063 total transfers graduating in 2009 would not have met the current proposal WI/WC requirements.

Concerns with the Proposal with Possible Actions and Solutions

This section outlines the main concerns with the tabled WAC proposal that were voiced by members of curriculum committees from various colleges and other interested parties. For each subsection, I offer possible actions and solutions.

Concern 1: Stakeholders Have Issues with the Definition of Writing-Intensive (WI) Courses

The definition of WI courses was a recurring theme during my visits to committees across campus. For a context, here is how WI courses are defined per the college catalog:

> Other general education courses, including all senior seminars, are writing-intensive. In such courses several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses the quality of students' writing should constitute no less than 35% of the final course grade.

At many of the meetings I attended, faculty members had issues with the final part of the definition: "In writing-intensive courses the quality of students' writing should constitute no less than 35% of the final course grade." During the first year of my time as Director of WAC, this aspect of the definition was something our committee explored by examining different writing-intensive courses (or courses similar in conception) at colleges and universities on a national scale.

From our study that year, it became apparent that the current WI definition is not in line with other WI courses across the country. The overwhelming majority of WI courses within college curricula call for a minimum page and/or word count of writing assignments that are graded. In addition, the definitions of these courses usually include consideration of these issues:

- How many documents undergo a review process (either by instructor or peers or both),
- How documents are spread throughout the semester,
- How shorter writing assignments need to be used, and
- How in-class essays (on exams) in some cases do not count toward the prescribed page/word count.

Possible Actions & Solutions

What follows are possible actions and/or solutions to the concerns detailed above.

- Option A—Solicit Feedback and Consider Revising the Definition of WI Courses

For some disciplines, moving to a definition of WI courses with a stipulated word count would make it easier for some courses to become writing-intensive. For other disciplines, it's unclear how a redefinition would affect their WI courses.

Before proposing a solution, one action the WAC committee could take is to once again investigate how other colleges and universities define their WAC-influenced courses in undergraduate education.

In addition, the WAC Committee could survey EIU faculty members, students, and alumni. Using anonymous online surveys (which would require IRB approval), we would gather the perceptions and opinions of these groups. The survey could be administered in a manner similar to Salem and Jones' study at Temple University titled "Undaunted, Self-Critical, and Resentful: Investigating Faculty Attitudes Toward Teaching Writing in a Large University Writing-Intensive Program."

The faculty survey could solicit feedback on the current definition of WI courses and how faculty use writing in those courses. The student survey could solicit feedback about writing across the disciplines at EIU (by conducting surveys in WC and WI courses), their perceptions of what would help them write more effectively in their courses, and how curricula could support their education in writing more effectively. The alumni survey could solicit feedback about the writing they do in their professional and civic lives, which could then be routed to departments for their possible use in developing or modifying curricula.

Based on the committee's research into WAC programs on a national level and the research provided in the surveys, members might be able to craft a definition of WI courses that most effectively supports the undergraduate learning goals of EIU.

- Option B—Consider Moving to a Writing in the Major Model while keeping WI Courses

One option members of the EIU faculty might consider is keeping the WI Courses as they currently stand but implementing a "writing in the major" approach at the sophomore, junior, or senior level. In this structure, *all* majors or programs would require one WC course for graduation.

Especially because so many transfer students chose this institution, requiring a Writing-Centered (WC) sophomore, junior, or senior level course in every major/program would be an option to consider. The highly regarded WAC program at Washington State University uses a requirement similar to this idea.

There are examples of this approach in some majors at Eastern, such as the department of History's course, HIS 2500: "Historical Research and Writing." Another example is how students who major in Special Education are required to take ENG 3001: "Advanced Composition."

Other universities have similar courses at the advanced undergraduate level. In Thaiss and Myers Zawacki's *Engaged Writers, Dynamic Disciplines*, which is study of the WAC program at George Mason University, the authors provide examples of how professors, depending on the courses they teach, either take a WAC (similar to EIU writing-intensive courses) or a Writing in the Discipline (WID) approach, and the latter is a "writing in the major" approach, with such courses as "Nurses as Writers" (77).

<u>Concern 2: Implementing the Graduation Requirement and Requiring More Writing-Intensive Courses for Majors Entails Massive Redesign of Courses</u>

One concern articulated by the College of Education and Professional Studies Curriculum Committee is that "courses would either have to be re-designed and/or new courses developed to meet the WI or WC designation within each discipline." In addition, both the College of Sciences and the College of Education and Professional Studies Curriculum Committee voiced concerns that WI courses need to be "redefin[ed]… to increase relevance to the majors and to

accommodate the types of professional and scientific writing in the various disciplines" (CoS) and how WC/WI courses "must allow for professional writing that is appropriate for each discipline" (CEPS).

Because the current definition of WI courses is intentionally broad, some of my colleagues in diverse departments might perceive WI courses as being "English-like" in conception. But the current definition does not detail any specific types of assignments that need to be used. The only stipulations are the following:

> In such courses several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses the quality of students' writing should constitute no less than 35% of the final course grade.

At present, WI courses stipulate these criteria:

- "Several writing assignments" are required;
- Writing assignments should be "spread over the course of the semester";
- "At least one assignment" should be revised "after it has been read and commented on by the instructor"; and
- Writing assignments should constitute "no less than 35% of the final course grade."

As I visited with various college curriculum committees, I stated emphatically that as a WAC Director I consider it extremely important that students use disciplinary discourse and writing in disciplinary genres. WC and WI courses should cohere with what majors not only need to write in their courses but also in their professions.

"Writing assignment" is a loosely defined phrase, so the idea that WI courses need to use only the format of the academic essay doesn't cohere with the cross-disciplinary *ethos* of the WAC movement since its inception in the early 70s. In addition, WAC initiatives on a national level have persuaded professors in diverse disciplines to use writing-to-learn activities and short writing assignments (sometimes graded, sometimes not graded) to help students grasp and understand course content. These shorter, reflective writing assignments have students connect ideas among major courses and courses throughout the curriculum, and they use writing to connect those disciplinary ideas or concepts to their personal and civic lives.

<u>Possible Actions & Solutions</u>
What follows are possible actions and/or solutions to the concerns detailed above.

- Option A—Implement specific language into the WI course definition that clearly details how disciplinary discourse and genres can be used in those courses.

Making this move would show how WAC is not just focused on how writing is done in this or that discipline or major. Rather, being more specific about what "counts" as writing assignments would show that disciplinary discourse should be reinforced throughout the curriculum. However, I would also argue that what WAC has to offer the University as a whole is that people from different disciplines can learn from one another, and the WAC movement has specifically pulled from the diverse amount of research that has been done about how students effectively learn to write and how instructors can improve writing instruction in all college courses.

The most recent Readings Report (Fall 2010) for the Electronic Writing Portfolio indicates that principles and strategies from research done in Rhetoric/Composition and WAC should come to bear on the writing assignments that are being given at EIU.

EWP Readers were asked to provide feedback about the assignments they assessed, which comes from a massive cross-section of classes. One reader's comments focus on revision, for example: "From a curriculum perspective I think developing student writing in a way that students are constantly revising their work would improve writing [at EIU]. It often appeared that papers were closer to being a first draft than a final draft. Or, were never proofread at all. If teachers

structured classes in a way that would allow for more revision, student might revisit some of their mistakes … Across the departments, faculty should be encouraging students to sharpen their language skills" (Sanders 9).

In another section, an EWP reader comments on students' personal investment in what they're writing for their classes: "maybe we need to encourage students to write about what is meaningful to them. For the most part, the papers were adequate. But they weren't inspired; they aren't passionate" (9). In a similar vein as the previous comment, one reader provides suggestions that connect to recommendations that people in WAC programs have offered for years: "Deficiencies in organization, development, style, and mechanics are best remedied by exposing students to good models of writing. This can be achieved by assigning more reading in the curriculum. Likewise, more practice in expressing personal thought and opinions is necessary. Students seem to be capable of conducting library and archival research and reporting such, but have difficulty forming, integrating, and expressing personal thoughts" (9).

These comments indicate that WI courses should use informal and formal writing assignments that focus on reflective and critical reading since they serve the undergraduate learning goal of critical thinking and the integrative learning initiative at Eastern. Those statements call for students being active learners: showing passion about ideas, connecting course content to their lives, reporting and synthesizing information to show retention of disciplinary concepts, and placing personal thoughts and ideas into academic, professional, and/or civic conversations about important issues.

Concern 3: Creating a Graduation Requirement for WC/WI Courses Is Not More Important than the Undergraduate Learning Goals of Speaking and Critical Thinking and "Mathematical Competencies"

While the quality of student writing is one concern that educators discuss quite frequently within their departments and across campus, one issue that emerged from the College of Sciences response to the WAC proposal is that other undergraduate learning goals are just as important for students to master.

And I agree. The goals of speaking effectively and critical thinking are paramount to Eastern's reputation.

Since all majors and courses in the undergraduate curriculum involve analytical and critical thinking, it would be difficult to create one graduate requirement for critical thinking. However, as the College of Science Curriculum Committee memo posits, maybe the University needs to consider whether "the WI/WC graduation requirement is more important than other changes that we could make in our curriculum (i.e. mathematics competences, speaking experiences)" (CoS).

Possible Actions & Solutions
What follows are possible actions and/or solutions to the concerns detailed above.

- Option A—CAA could consider developing Speaking-Intensive Courses or a Speaking Across the Curriculum initiative

In regard to the need for stronger "speaking experiences" in the curriculum, CAA could explore implementing a "Speaking Across the Curriculum" initiative or speaking-intensive courses. Of course, this initiative would not be in the purview of WAC.

- Option B—The WAC Committee could investigate whether creating a "quantitative literacy" component is necessary if WI courses are redefined.

Implementing a requirement or at least a focus on mathematical competences might also be an issue for CAA to consider. Or the WAC committee could look into whether it is necessary to address that issue if the committee attempts to redefine WI courses.

For the past decade or so, there has been a great deal of scholarly interest in the WAC community about what has been variously called "rhetorical numeracy," "quantitative literacy," and "quantitative reasoning."

Scholars—notably John Bean of Seattle University and Carol Rutz of Carleton College—have been arguing that WAC and writing courses need to integrate an additional focus on the analysis, interpretation, application, and use of numbers/statistics because students need to be more critical of the numbers presented to them from articles, pundits, politicians, and scholars. In essence, scholars are calling for a stronger, more productive dialogue between Rhetoric/Writing Studies, Science, and Mathematics. There might be some examples where WAC or writing programs have integrated rhetorical numeracy/quantitative literacy into course descriptions and/or requirements for students, and the WAC Committee could research whether placing some component of "quantitative literacy" in the definition of WI courses is necessary.

Concern 4: There is a Lack of Incentive to Teach WI Courses

While instructors are invested in helping their students learn course content in an effective manner, there are a number of challenges for professors who have decided to take a strong writing-intensive approach.

One challenge is the size of classes respective to the amount of preparation and work (grading) entailed in teaching a writing-intensive course that provides multiple writing assignments, incorporates writing-to-learn activities, implements opportunities for revision, and uses a writing process approach (peer review, conferences, etc.).

When I traveled to various constituent groups concerned about the graduation proposal, many faculty members voiced these two concerns:

- WI courses need to be smaller, so instructors can take a strong student-centered, writing-intensive approach to learning course content.
- Compared to other courses in majors and programs, writing-intensive courses tend to be more labor-intensive.

These concerns are not just local, but similar issues have surfaced at other universities with writing-intensive courses or programs.

Possible Actions & Solutions

What follows are possible actions and/or solutions to the concerns detailed above.

- Option A—CAA could consider whether providing 3.5 CUs for WI courses is a feasible solution to create an incentive to teach WI courses.

Since writing-centered courses are counted as four CU courses and if it's true that a WI courses are more demanding of a professor's time, awarding larger CU credit for teaching WI courses might be a logistical matter to consider. One of the main conclusions of the Ad Hoc CAA Committee for "Improving Writing at EIU" in 2008, for example, was to "[s]ecure funding to provide incentives for professors to attend workshops and participate in Writing Across the Curriculum initiatives." Providing an additional .5 CUs for WI courses might serve that purpose.

- Option B—CAA could consider capping WI courses at a certain level that makes pedagogical sense, such as 25 students, which is the recommendation when WAC was first implemented at EIU.

Option B would move EIU back to the original spirit of how WAC was to be implemented when these courses were conceived. At that time, there was discussion and a direct recommendation about limiting enrollment in these sections because of the possible increased workload connected with WI courses. CAA could consider the possibility of enacting an enrollment cap of 25 students for WC and WI courses.

A formal enrollment cap—if it can be done—would not only support a student-centered and rigorous approach to developing students' writing, but also such a cap would reinforce how EIU prides itself on providing personal attention, a characteristic that is directly tied to our institution's strong retention rate compared to other colleges in our Carnegie classification. A cap on enrollment in WI courses would make it easier for instructors to provide more individualized instruction as students navigate the writing process and learn the discourse conventions of their disciplines.

Conclusion

I will continue to direct the Writing Across the Curriculum Committee to find ways to improve the undergraduate learning goals of writing and critical thinking at Eastern and to assist the strong writing and teaching that already happens at EIU.

I appreciate the opportunity to provide this document to the Council on Academic Affairs, and I look forward to hearing your reactions, thoughts, and ideas.

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Appendix of 2010 WAC Proposal

In October 1998, the Council on Academic Affairs approved significant changes in the ways the University defines and implements writing in its General Education curriculum. The University has developed a three-tiered structure for describing the writing that takes place in general education courses.

Writing Centered Courses

All of Eastern's general education courses require writing. Four of these courses--English 1001C and 1002C and their honors equivalents 1091C and 1092C--are writing-centered. In these courses students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Writing Intensive Courses

Other general education courses, including all senior seminars, are writing-intensive. In such courses several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses the quality of students' writing should constitute no less than 35% of the final course grade.

Writing Active Courses

Remaining general education courses are writing-active. In writing-active courses, frequent, brief writing activities and assignments are required. Such activities--some of which are to be graded--might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills.

2009 Transfer Analysis

only 13 transfers out of 1063 total transfers graduating in 2009
would not meet current proposal WI/WC requirements

ANALYSIS BY AFFECTED MAJORS

	# students wouldn't meet		total transfers graduating from program	
BA in Art	1	out of	10	transfer students
BA in General Studies	3	out of	145	transfer students
BA in Psychology	1	out of	56	transfer students
BS in Physical Education	3	out of	71	transfer students
BSB in Accounting	1	out of	25	transfer students
BSB in Computer Info Systems	1	out of	2	transfer students
BSB in Finance	2	out of	32	transfer students

2009 Native Analysis

119 out of 1199 native students graduating in 2009 wouldn't meet the current WI/WC proposal requirements

ANAYSIS BY AFFECTED MAJORS

	# students wouldn't meet		total native students graduating from program
BA in Art	9	out of	32
BA in General Studies	21	out of	51
BA in Mathematics	2	out of	15
BA in Psychology	6	out of	62
BS in Biological Sciences	2	out of	46
BS in Career and Org. Studies	4	out of	10
BS in Communication Disorders	1	out of	15
BS in Engineering Cooperative	2	out of	5
BS in Geography	2	out of	8
BS in Physical Education	12	out of	110
BSB in Accounting	12	out of	53
BSB in Finance	17	out of	75
BSB in Management	17	out of	42
BSB in Marketing	8	out of	37
BSEd in Elementary Education	5	out of	120

Appendix D: Summary Learning Goal Documents Discussed at University Councils

2013 CAA LEARNING GOAL SUMMARY- For University Discussion

(Faculty Report based on CAA Survey, Student Report based on NSSE survey, EWP= Electronic Writing Portfolio)

	CRITICAL THINKING	WRITING	SPEAKING	GLOBAL CITIZENSHIP
Percentage of faculty who judged students' skills to be *at least adequate* at the beginning of class	52%	48%	45%	39%
Percentage of faculty who reported the Learning Goal to be *closely or strongly related* to course objectives	77%	60%	36%	38%
Percentage of syllabi in CAA syllabi review with *at least one* learning objective related to Learning Goal	67%	37%	26%	38% (17% Cultural Diversity, 10% Ethics, 11% Citizenship/Social Responsibility, 7% History)
Percentage of faculty who reported being at least *moderately prepared* to target the Learning Goal in class	88%	75%	49%	67%
Percentage of faculty who judged students' skills in the Learning Goal to improve *substantially* or *quite a bit* by the end of class	42%	21%	16%	23%
Assignments	32% of papers from EWP were judged to be from assignments which required higher level thinking skills. 73% of faculty report students read less than 20 pgs per week for their course. 61% of faculty estimate students spend fewer than 3 hours per week on coursework for their class. 43% of EIU seniors report spending less than 10 hours per week total on coursework for all classes	27% of faculty report using revision of writing in class assignments. Review of EWP submissions & faculty report the most common writing assignments are single-source summaries & personal reflections of experiences or opinions. Compared to other universities, 10% fewer EIU seniors report writing 20-page + papers.	Faculty report common activities include active listening/ feedback (43%), informative presentation (41%), group presentation (29%). 70% of EIU seniors indicated that they often or very often make a class presentation which is 15% more than other IL public universities.	Compared to other IL public universities, EIU seniors report 11% less participation in community-based service learning projects as part of classes; however they report 6% more service or volunteer work outside of class. EIU seniors report similar exposure to diverse perspectives in courses as students report at other universities.
Evaluation	63% of EIU seniors report they were asked to memorize facts & repeat information *very much/quite a bit* 42% of faculty report the majority of exam questions required primarily recall/ comprehension	28% of faculty report they *never* use a rubric or evaluation criteria to respond to student writing, while 32% *always* do	58% of faculty report they *never* use a rubric or evaluation criteria to give feedback about student speaking skills, while 17% *always* do and 9% *frequently* do	55% of faculty report they *never* use a rubric or evaluation criteria to give feedback about global citizenship skills, while 6% *always* do and 10% *frequently* do

% of Departments who assess objective in yearly assessment report	80%	83%	68%	66% (of those 36% assess Ethics, 42% cultural diversity or history, 24% general)

POSSIBLE DISCUSSION ITEMS

Current Learning Goals:

As written, are the four learning goals sufficiently clear, specific, and comprehensible?

Do we have an understanding of what we want all EIU students to be able to do in these areas when they graduate?

Do we have a more specific understanding of what we would like students from various majors to be able to do in these areas when they graduate?

Overall, are the learning goals appropriate?

Learning Goals in General Education

Are we systematically targeting the four learning goals within our general education curriculum?

Should certain learning goals be associated with various segments of the general education curriculum?

Learning Goals in the Majors

Are we systematically targeting the four learning goals within specific departments/majors?

Are we using meaningful departmental assessment information to guide faculty discussion and curricular improvements related to the learning goals?

Instructional Practices

What tools or resources might help instructors become more intentional and explicit in how these goals are targeted?

While taking into account professorial freedom, how might adherence to learning goals as stated in approved course proposals and departmental syllabi be encouraged?

How might we help students develop skills and demonstrate proficiency in our four learning goals by the time they graduate from EIU?

Other Discussion

Are there other thoughts we should discuss on this topic?

Do you have any other suggestions for CAA as we consider recommendations?

2013 CAA Learning Goals Review

University-Wide Curriculum Review Related to Learning Goals

Why is CAA Doing This?

- The Higher Learning Commission (HLC) suggests that universities must set clear goals for student achievement, regularly measure and report student performance, and use the results to make changes in programs and practices to continuously improve success. The HLC also suggests universities should have evidence of levels of engagement in academically challenging work and active learning practices.
- EIU has established assessment programs for four general education/undergraduate learning goals (writing, speaking, critical thinking, and global citizenship[1]). In 2010-2011, three of the learning goals were identified as top priorities for improvement based on assessment and accountability data.[2]
- CAA discussed the need for campus-wide information gathering and discussion regarding instruction and requirements for the learning goals; thus, the Learning Goals Review Committee was formed in November 2011.[3] The 26 committee members were CAA members, members of College Curriculum Committees, CASL learning goal experts, student government representatives, and other invited faculty members with expertise/interest in the learning goals.

[1] www.eiu.edu/sed_edf/pdf_files/LearningGoals.pdf; [2] www.eiu.edu/sed_edf/pdf_files/Improvement.pdf; [3] www.eiu.edu/sed_edf/pdf_files/CAA.pdf

What is CAA Doing?

The Council on Academic Affairs (CAA) has established University Learning Goals Subcommittees (Writing, Speaking, Critical Thinking, and Global Citizenship) to:

- Review EIU's current requirements and data, best practice literature, and other universities' practices and requirements
- Obtain information from a faculty survey about how university learning goals are targeted in courses they teach
- Obtain information from a syllabi review of general education and major courses about learning objectives related to university learning goals
- Develop recommendations in consultation with campus constituencies regarding the four learning goals

The Measures Reported

- **FACULTY SURVEY.** All faculty who taught at least one undergraduate course in Spring 2012 were asked to complete an online 75-item survey about instructional practices and student expectations related to the learning goals in one specific course (randomly selected by CAA). 595 courses were sampled with a return rate of 62%. Instructors who completed the survey were 63% Unit A, 22% Unit B, and 15% Adjunct. The majority of the courses (73%) were 3 SH, with 9% 1SH, 9% 2SH, and 9% 4SH. Courses were distributed across levels. The survey was conducted September 27-October 25, 2012.

- **SYLLABI REVIEW.** Departments were asked to submit one representative syllabus from each general education course, as well as from each of 12 department-selected courses that represent the typical curriculum of their majors from the freshman through senior years. Over 400 undergraduate course syllabi were collected. CAA analyzed the learning objectives in reference to the university-wide learning goals.

- **Voluntary Student Accountability (VSA) AND OTHER UNIVERSITY DATA**
  - The **National Survey of Student Engagement (NSSE)** was administered in SP10 to freshmen (330) and seniors (590). Results were compared to other Illinois Public Universities and similar universities in the same Carnegie class (VSA measure.)
  - The **Collegiate Learning Assessment (CLA)** was administered to 100 freshman in Fall 2011 and 100 seniors in Spring 2012. No transfer students were included in the sample. Students' initial ACT were factored into the analyses and expected gains in critical thinking and writing were calculated. Comparisons to other universities' gains were made. (VSA measure)
  - **Electronic Writing Portfolio (EWP).** All EIU students submit 3 papers to the Electronic Writing Portfolio. Faculty instructors give a holistic rating to each paper. 10% of completed portfolios are evaluated by trained EWP readers.
  - **Speaking skills** of all EIU students are rated by instructors in CMN 1310 and in Senior Seminar.
  - **Global Citizenship Survey** completed by all EIU students in freshman orientation and in Senior Seminar.

General Rigor & Curriculum

INSTRUCTIONAL PRACTICES

Faculty Report

- **Syllabi Development**. Faculty reported sources used to develop their syllabi the first time they taught the course indicated that a) 50% used a syllabus a colleague previously used in the course; b) 28% used a generic syllabus housed in the department; c) 26% used the CAA course proposal for the course; d) 22% used a syllabus they had previously used at another university; e) 17% used no specific source.
  - Syllabi review by CAA indicated that many standard parts of syllabi (objectives, course outline or description of content, course assignments/projects/papers, evaluation procedures, grading policy/scale, attendance policy, information for students with disabilities, office hours) were frequently missing. Instruction and evaluation described on the syllabus were often not clearly linked to learning objectives.
- **Student Time Studying for One Course**. 61% of faculty estimated that, for the surveyed course, students spent 2 to 3 hours or less per week outside of class preparing/doing work for the course (50% 2-3 hours, 11% 0-1 hour).
  - 73% of faculty reported that students are expected to READ less than 20 pages per week for the course
- **Student Writing**. 71% of faculty report that students are expected to WRITE fewer than 20 pages TOTAL for the course, not including writing for exams
  - Based on the faculty survey, less rigorous types of writing predominate (40% reported summary of a single source, 50% reported reflections of personal experiences and opinions, 41% in-class writing to learn) with fewer rigorous writing assignments (26% academic research papers, 26% longer reaction papers with multiple sources).
    - EWP readers also suggested many papers in the EWP are summaries of personal experiences and opinions and summaries of a single source . 31% of 400 papers clearly had assignments that required higher levels of critical thinking (e.g. analyze, synthesize, evaluation, build an argument/position with rationale, critique).
    - **Critical Thinking in Exam Questions**. 42% of faculty reported that the majority of their exam questions (61-100%) required students to recall information; 31% of faculty reported that the majority of their exam questions required students to apply or analyze information/concepts.
- Common Themes to Open Ended Feedback Across Areas of Faculty Survey Regarding Barriers to Improving Students' Skills: a) Lack of student preparation and motivation ; b) Some faculty suggested they would increase writing, critical thinking, rigor if others in same section/department raised expectations too in order to create more common student expectations.

Student Report (NSSE)

- **Student Total Time Studying for All Courses**. Only 19% of EIU seniors indicated on the NSSE that they spend 21 or more hours per week outside of classes studying (reading, writing, doing homework or lab work, analyzing data, etc.); 43% of Eastern's seniors spend 10 or fewer hours on these activities per week.
- **Student Writing**. When questioned about the number of papers they had written that were 20 pages or more, 60% of Eastern seniors indicated none and 34% indicated 1-4. In comparison, 52% of students at other Illinois Public Institutions reported writing no papers that were longer than 20 pages and 50% of students in our Carnagie class reported writing no papers longer than 20 pages.
- **Critical Thinking**. When asked how much in the current year they had been asked to memorize facts and then repeat them in the same form, 63% of Eastern's seniors answered "very much" or "quite a bit". While other university comparison groups answered similarly, these are high percentages for rote memorization at the senior level and indicate that critical thinking activities, such as analysis and evaluation, may be less prevalent than desirable.
- Only 25% of Eastern seniors indicated they had or planned to work on a research project with a faculty member outside of a course. This percentage is 10% lower than other Illinois public universities; 6% lower than our Carnegie class.

NOTE: EIU's 2010-2011 Strategic Planning process identified a theme of Academic Quality/Academic Excellence (Enhancing Scholarly and Creative Activities, Rigorous Academic Programs Complemented by Faculty-Student Scholarship, Excellence in Academic Environment, Improving Academic Rigor, Relevance and Relationships). The Goals and Actions of the Strategic Plan includes an objective to conduct a longitudinal study of critical thinking in order to provide a substantive report on the issues that contribute to the development of critical thinking among Eastern students

Critical Thinking

STUDENT SKILLS

- VSA DATA. The Collegiate Learning Assessment uses students' ACT scores to determine expected levels of performance. With the critique-an-argument skills our seniors were near the expected level, but with the total score, the analytical writing, and the make-an-argument tasks, our students were below the expected levels.
- VSA DATA. EIU freshmen who took the CLA in FA11 scored a bit higher on average in the make-an-argument task than their EIU senior counterparts who took the test in SP12 (46% of EIU freshmen scored a 4 or 5 on a 6-point Likert scale compared to 30% of seniors). Little difference was seen in analytic reasoning and problem-solving ability when looking at EIU freshmen to seniors. No transfer students were part of these administrations, and each cohort took the test in an EIU computer lab as part of a course.
- UNIVERSITY ASSESSMENT DATA. Trained readers of the Electronic Writing Portfolios have found that skills associated with critical thinking (e.g., making and evaluating arguments) are weaknesses.
- FACULTY SURVEY. 52% of surveyed EIU instructors reported that their students' critical thinking skills were adequate or better at the beginning of their course while 38% of faculty reported the majority of the students were either "less than adequately prepared" or "not prepared at all" to think critically.

Overall

Several Measures indicate that critical thinking skills and their development are concerns

Faculty Perception of Barriers to Facilitating Critical Thinking

- 88% of faculty felt they are moderately or very prepared and comfortable in developing students' critical thinking skills while 11% felt less or not prepared/comfortable
- 47% of faculty reported "no barriers" and that critical thinking was effectively targeted in their course
- 35% cited dense content with the majority of class time spent on dissemination and comprehension of content
- 31% Difficult to assess
- 29% Introductory course within discipline requires focus on learning basic facts
- 18% Time consuming nature of developing and grading relevant active learning projects/ papers
- 18% Class size
- 17% Instructor assumed/expected students to have learned critical thinking skills already
- 6% Learning goal not related to course content
- 4% Concerns about negative student feedback on course/instructor evaluations
- 4% Lack of instructor knowledge/skills in teaching/facilitating critical thinking
- 2% Instructor did not see developing critical thinking skills as important
- 28 of the 58 open-ended comments (48%) referred to the students' resistance, lack of preparation, and/or inability/unwillingness to engage in critical thinking

Overall

Faculty feel they are able to develop critical thinking skills and approximately half think that students are gaining critical thinking skills from taking their courses.

INSTRUCTIONAL PRACTICES

Targeting Critical Thinking

- 77% of faculty reported that the critical thinking goal was either very closely related to, or strongly related to, the objectives of the course.
- The Learning Goals Committee syllabi evaluation found that 67% of the course syllabi surveyed contained at least 1 learning objective related to improving students' critical thinking skills, or indicated a requirement for students to use high level thinking skills.
  - Overall 33% of course syllabi with learning objectives contained all lower level thinking skills (comprehend, describe, summarize). (42% at the 1000-level, 44% at the 2000-level, 29% at the 3000-level, and 24% at the 4000-level)
- Students' senior NSSE responses: 88% indicated Eastern has contributed quite a bit or very much to their thinking critically and analytically. Eastern is higher by 3-6% than the other institutions' seniors when asked how much their coursework has emphasized making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions.

Techniques

- Approximately 2/3 of instructors reported providing explicit models of thought processes, instruction, coaching, or activities to develop critical thinking skills.
- Approximately 1/3 provided handouts, resources and expectations for critical thinking in assignments.
- About 20% required self or peer evaluation of critical thinking.

Assignments and Evaluation

- Faculty Responses regarding Critical Thinking in Exam Questions:
  - 42% of faculty reported that the majority of their exam questions (61-100%) required students to recall and comprehend information/concepts;
  - 31% of faculty reported that the majority of their exam questions required students to apply or analyze information/concepts;
  - 25% of faculty reported that the majority their exam questions required students to synthesize or evaluate.
- 2010 Student NSSE response: When asked how much in the current year they had been asked to memorize facts and then repeat them in the same form, 63% of EIU seniors answered "very much" or "quite a bit".
- Faculty report that writing based on summarization predominates (40% reported summary of a single source, 50% reported reflections of personal experiences and opinions, 41% in-class writing to learn).
- Faculty report fewer higher-level thinking writing assignments (30% professional writing requiring integration/interpretation from multiple sources, 26% academic research papers, 26% longer reaction papers with multiple sources).
- Electronic Writing Portfolio submissions support faculty reports. Many papers in EWP are summary of personal experiences and opinions and summaries of a single source. Some are basic application papers. A smaller proportion (32%) of papers were from assignments that required higher level skills (analyze, synthesize, evaluate). A sampling of EWP submissions for these assignments reveal that students are often unable to develop a coherent argument or choose evidence to build rationale for position/decision.
- 60% of faculty reported that they only occasionally or never use detailed grading criteria or rubrics to give feedback to students in assignments regarding critical thinking.

Faculty Perception of Gains in Course

42% said students' critical thinking skills improved substantially or quite a bit

46% said slightly or somewhat

Overall

Course objectives and faculty report indicate that critical thinking is targeted in the majority of EIU courses, however there are several indications that exams and papers often require students to use primarily lower level thinking skills such as comprehension or basic application of knowledge.

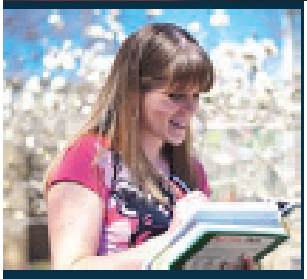
Writing

STUDENT SKILLS

- VSA DATA. The Collegiate Learning Assessment suggests that writing skills (effectiveness and mechanics) of EIU freshmen are lower than peer institutions, and the gaps widen significantly for EIU seniors compared to peers. In addition, results indicate EIU seniors are below (24%) or well below (38%) where they should be based on the freshman scores and their own ACT scores on tasks related to making an argument and critiquing an argument in writing.
- UNIVERSITY ASSESSMENT DATA. Completed Electronic Writing Portfolios (EWP) portfolios are read by trained faculty readers who assess completed portfolios for focus/purpose, organization, development, audience awareness, style, mechanics, use of sources, and overall writing ability. In recent years, 22-31% of writing in portfolios was rated as Strong, 55%-58% as Adequate, and 13-20% as Weak.
- UNIVERSITY ASSESSMENT DATA. Instructor holistic scores of student papers submitted to the EWP suggest that only 4-5% of students' papers need improvement or were unsatisfactory (rated as 2 or less) while over 90% of papers were rated as satisfactory or superior (3-4).
- FACULTY SURVEY. 48% of surveyed faculty felt that students were at least adequately prepared to write effectively at the beginning of the course while 52% of faculty felt that students were not adequately prepared to write effectively or had no basis to judge.

Overall

Several measures indicate that students' writing skills need improvement.



Overall

Most faculty feel they are prepared/ comfortable developing writing skills , however less than 1/3 report that students writing skills improve from taking their courses.

Faculty Perception of Barriers to Facilitating Writing

- 75% of faculty felt they are moderately or very prepared and comfortable in developing students' writing skills while 11% felt less or not prepared/comfortable and 12% reported that instructor's skills for developing writing were not relevant for the course
- 31% of faculty reported "no barriers" and that writing was effectively targeted in their course
- 29% Instructor assumed/expected students to have learned writing skills already
- 26% Time consuming nature of grading writing
- 26% Learning goal not related to course objectives/content
- 21% Class size
- 4% Lack of instructor knowledge/skills in teaching/facilitating writing
- 3% Concerns about negative student feedback on course/instructor evaluations
- 2% Instructor did not see developing writing skills as important
- Numerous open ended responses about other barriers targeting writing refer to students' skills (28/51= 54%)
  - -Students lacking a strong enough foundation and background to produce effective written work: 15
  - -Students' lack of motivation to take feedback, revise documents, and learn as writers and thinkers: 13
  - - Faculty assumption that one's course only deals with "content": 6

INSTRUCTIONAL PRACTICES

Targeting Writing

- 60% of faculty reported that writing was very closely or strongly related to the objectives of the course.
- The Learning Goals Committee syllabi review found that overall 37% of courses had at least 1 learning objective related to students' writing skills while 63% (249/395) of courses had no learning objectives related to student's writing skills.
  - -75% of 1000-level courses did not have learning objectives related to writing while 55-60% of 3000 and 4000-level courses did not have learning objectives for writing.
- EIU seniors completed the NSSE in Spring 2010, and 79% indicated they are expected to write clearly and very effectively "very much" or "quite a bit." This percentage is slightly above seniors at other Illinois public institutions (74%) but compares to institutions in our Carnegie class (78%) and all other NSSE schools (78%). 10% fewer seniors at EIU wrote 20+ page papers compared to other IL public universities.

Techniques

- 45% of instructors state they spent time discussing writing, but that question caters to a wide range of actions and strategies in classrooms.
- 44% provided handouts/ resources to students about writing
- 46% provided models of good writing
- 32% of instructors conferenced with individual students about their writing. Perhaps the conferencing is on an individual basis, not done with whole classes?
- Some emphasis on revision
  - -Instructor sequenced writing assignments so they would build on each other: 27%
  - -Students revised papers based on instructor feedback that was not graded: 27%
  - -Students revised papers after instructor assigned a grade and gave feedback: 26.0%
  - -Students revised papers after peer review: 13%
- 22% of instructors marked "none of the listed techniques" were used to facilitate writing improvement." Other techniques mentioned numerous times in open-ended responses included online resources and referrals to the Writing Center.

Assignments and Evaluation

- 71% of faculty report that students are expected to write fewer than 20 pages TOTAL for the course, not including writing for exams, with 11% not assigning any writing.
  - Most common types of writing
  - 50% reflections of personal experiences and opinions.
  - 40% in-class writing-to-learn activities (counter to national studies)
  - 40% summaries/insights based on a single source
  - 36% brief (1-2 page) professional writing (e.g. letters, memos, lesson plans, lab reports)
  - Less common types of writing
  - 26% academic research papers
  - 26% longer reaction papers with multiple sources
  - 16% online writing-to-learn activities
  - 9% creative writing
- EWP review suggests majority of submitted assignments are summaries/reflections of personal experiences and opinions, summaries of a single source, and basic application.
- Over a quarter of faculty respondents—28%—affirmed that they "never (0% of the time) use a rubric or evaluation criteria when responding to student writing, while 32% always do.
- 30% of instructors reported that students' writing skills contributed a great deal (more than 35%) to the final course grade while 23% reported writing contributed some (6 to 15%) and 19% reported writing contributed little to none in the final course grade

Faculty Perception of Gains in Course

- 21% said students' writing skills improved substantially or quite a bit
- 49% said slightly or somewhat while 10% said not at all and 19% had no basis to judge

Overall

Writing appears to be targeted in approximately half of EIU courses, however the specific techniques to improve writing may be implicit at times. The majority of assignments are summary/reflection of personal experiences and opinions, summaries of a single source, and basic application.

Speaking

STUDENT SKILLS

- VSA DATA. Based on survey of 590 seniors who completed the NSSE in SP10) ; 78% of seniors report that their experiences at EIU have contributed to their knowledge, skills, and personal development in speaking clearly and effectively (compared to 68% of other IL public college/ university students, 75% of students in the same Carnegie classification, and 73% of all other NSSE students.
- UNIVERSITY ASSESSMENT DATA. Based on ratings of students' speaking skills in Introductory Speech Communication course and in Senior Seminar.
  - 58% of seniors were rated as highly competent while only 28% of freshman reached this level.
  - About 19% of the freshman were minimally to not competent while only 4% of the seniors were at this level.
  - The vast majority (96%-97% across the most recent 5 year period) of our students are graduating with speaking skills in the highly competent to competent range based on ratings in senior seminar
- FACULTY SURVEY DATA. 45% of surveyed faculty felt that students were at least adequately prepared to speak effectively at the beginning of the course while 23% of faculty felt that students were not adequately prepared to speak effectively and 30% had no basis to judge.
- DEPARTMENTAL ASSESSMENT OF STUDENTS' SKILLS. Assessment of Speaking skills within the major (and included in departmental assessment reports) is occurring for approximately 68% of programs at EIU.

Overall

Only 23% of faculty felt students were not adequately prepared for speaking; over 90% of seniors rated by instructors as competent or better

Overall

Approximately 1/2 of faculty feel they are prepared/ comfortable developing speaking skills and only 16% report that students' speaking skills improve from taking their courses.

Faculty Perception of Barriers to Facilitating Speaking

- 49% of faculty felt they are moderately or very prepared and comfortable in developing students' speaking skills while 14% felt less or not prepared/comfortable and 27% reported that instructor's skills for developing speaking were not relevant for the course
- 26% of faculty reported "no barriers" and that speaking was effectively targeted in their course
- 44% reported that speaking was not related to the course objectives
- 18% class size
- 15% expected students to have good speaking skills already
- Less than 8% reported grading time, speaking not important, negative course evaluations

INSTRUCTIONAL PRACTICES

Targeting Speaking

- 36% of faculty reported that speaking was very closely or strongly related to the objectives of the course while 44% indicated that speaking skills were minimally or not related to course objectives.
- The Learning Goals Committee syllabi review found that overall 26% of courses had at least 1 learning objective related to students' speaking skills while 74% of courses had no learning objectives related to student's speaking skills.
  - 84% of 1000 and 2000 level courses did not have learning objectives related to speaking while 65-69% of 3000 and 4000-level courses did not have learning objectives for speaking.
- In the NSSE, 78% of seniors report that their experiences at EIU have contributed to their knowledge, skills, and personal development in speaking clearly and effectively
- In the NSSE, 70% of Eastern's seniors indicated that they often or very often make a class presentation compared to 55% of other Illinois public universities, 64% of all schools in our Carnegie class, and 61% of all institutions that completed the NSSE. These numbers show a 6-15% difference.

Techniques

- There was limited use of explicit instruction regarding improvement of speaking skills.
- 22-26% reported providing handouts/resources about speaking/listening, explicit models of good speaking/listening, or provided information about effectively delivering oral communication.
- 19% reported conferencing with individual students about speaking skills.
- Less than 13% reported use of instructor, peer, or self-evaluation methods to improve skills in subsequent speaking.

Speaking activities utilized

- 43% active listening and providing feedback on oral communication
- 41% informative presentation
- 37% leading small group discussion
- 35% reflecting on or responding to feedback
- 29% group presentation
- 25% preparing for a speech (research, organizing, outlining)
- 24% delivering a speech
- 23% leading large group instruction
- 9% debates
- 7% panel discussions
- 7% interview
- 6% video presentation

Evaluation

- 58% reported that they never used speaking rubrics or detailed evaluation criteria to grade and give feedback on speaking assignments for the course.
- 55% reported that a student's speaking skills contributed to little or no weight to the final course grade while only 5% reported that speaking skills contributed a great deal of weight.

Faculty Perception of Gains in Course

- 16% said students' skills improved substantially or quite a bit
- 44% said slightly or somewhat or not at all and 38% had no basis to judge

Overall

Speaking is targeted in approximately 1/4 to 1/3 of EIU courses. Speaking may be targeted somewhat implicitly through a wide variety of speaking activities.

Some of the types of speaking that instructors find important and report targeting are different from the formal speaking process described in the university speaking objectives.

Global Citizenship

STUDENT SKILLS

- UNIVERSITY ASSESSMENT DATA. There is no direct measure by the university to evaluate students' knowledge and skills related to global citizenship. The university's freshman and senior global citizenship survey indicated that many students' opinions become stronger at EIU about issues such as diversity, citizenship, and understanding history. However, many of the items WITHOUT measurable differences in responses from freshman to senior year required changes in actions rather than attitude. The lack of differentiation in these, along with other questions that address personal decisions related to responsible citizenship indicate that EIU students do not engage at a higher level as seniors than they did as freshmen in certain expressions of responsible citizenship.
- FACULTY SURVEY DATA. 39% of instructors reported that their students' global citizenship knowledge or skills were adequate or better at the beginning of the course while 29% felt students were less than adequately prepared and 32% reported having no basis to judge.
- DEPARTMENTAL ASSESSMENT OF STUDENTS' SKILLS. Assessment of Global Citizenship skills within the major (and included in departmental assessment reports) is occurring for approximately 66% of programs at EIU.
  - — What ASPECT OF GLOBAL CITIZENSHIP are programs adopting/assessing?
    3/33 (9%) programs have adopted "civic engagement"; 12/33 (36%) programs have adopted ethics or ethical responsibility or decision-making; 14/33 (42%) programs have adopted diverse cultures, diversity, and/or history; 8/33 (24%) have adopted our general university goal .

Overall

Measures to evaluate students' knowledge and skills in global citizenship as a whole need further development.

Overall

Almost a quarter of faculty reported feeling unprepared to develop students' global citizenship skills and a third indicated difficulty assessing it .

Faculty Perception of Barriers to Facilitating Global Citizenship

- 67% of faculty felt they are moderately or very prepared and comfortable in developing students' global citizenship skills while 23% felt less or not prepared/comfortable
- 29% "No barriers", global citizenship was effectively targeted in their course
- 33% Difficult to assess knowledge/skills related to global citizenship
- 30% Learning goal not related to course objectives/content
- 17% Learning goal of global citizenship seems vague and difficult to interpret
- 17% Not enough time (other goals took priority)
- 8% Class size
- 6% Instructor did not consider global citizenship goal to be important
- 5% Lack of instructor knowledge/skills in teaching/facilitating global citizenship
- 2% Concerns about negative student feedback on course/instructor evaluations

INSTRUCTIONAL PRACTICES

Targeting Global Citizenship

- 38% of faculty reported that the global citizenship goal was either very closely related to, or strongly related to, the objectives of the course.
- The Learning Goals Committee syllabi review found that overall 38% of courses had at least 1 learning objective related to students' global citizenship skills while 62% (243/389) of courses had no learning objectives related to global citizenship. Trends by college emerged: 68%-70% of courses from LCBAS, COS and CEPS had no learning goal related to global citizenship while 52% of courses in A&H none. Courses in business that contained global citizenship objectives were often related to ethics while courses in A&H most often contained objectives related to diversity.
- Compared to other IL public universities, EIU seniors reported 11% less participation in a community-based service learning project as part of class; but 6% more service or volunteer work outside of class. Similar to other universities in being exposed to diverse perspectives and importance of contributing to community. Students report 7-10% more than other universities that they are encouraged to interact with students from different backgrounds

Techniques

Instructors reported explicitly targeting the following objective s in their courses (frequently or multiple times)

- 67% Cultivating personal and academic integrity
- 64% Developing personal responsibility by striving for excellence
- 53% Learning to see the world from a different vantage point
- 51% Developing competence in moral and ethical reasoning
- 49% Developing social responsibility by contributing to a larger community
- 48% Understanding forces and events that shape history and culture
- 43% Acquiring a deeper understanding of different kinds of diversity

How Faculty Targeted Specific Global Citizenship Components

Display civic engagement

46% expected students to apply their knowledge through active engagement and leadership

14% required students to participate in community engagement activities

8% required students to participate in service learning projects

Behave ethically and make ethical decisions

74% had high expectations for student honor, responsible behavior, honesty and other ethical behaviors (unclear if they adopted techniques to facilitate improvement of honorable/ethical/responsible behavior).

49% activities and readings

Exhibit an appreciation of diversity both at home and abroad

56% used diverse perspectives and encouraged students to include diverse perspectives

49% encouraged students to consider social and economic equality of diverse communities historically, now and in the future

62% used diverse perspectives in the course

34% created new opportunities for increasing cultural awareness and expressing diverse opinions

Understand history, including an ability to comprehend world-shaping forces and events that have affected human culture

54% Taught students about forces, events and experiences that shaped or will shape history and culture (at home or abroad)

52% Incorporated historic events/issues

Less than one-third of faculty respondents covered topics such as social justice, community or global sustainability in any way in their courses

Evaluation

- 84% of faculty reported that they only occasionally or never use detailed grading criteria or rubrics to give feedback to students on knowledge/skills regarding global citizenship

Faculty Perception of Gains in Course

- 23% said students' skills improved substantially or quite a bit
- 77% said slightly or somewhat or they had no basis to judge improvement

Overall

Largest focus on ethical behavior and diverse perspectives.

Targeted in approximately 1/4 to 1/3 of courses and 1/4 of faculty thought students' skills within global citizenship improved from their course.