

**CASL Executive Summary for the College of Education & Professional Studies' Undergraduate Programs AY12**  
 Complete reports available for review at <http://www.eiu.edu/~assess/assessdata.php>

Dept.	Average Speaking Scores	Average EWP Scores <sup>1</sup>	Mean Watson-Glaser <sup>2</sup>	Undergrad Learning Goals Adopted	Dept. Plans' Learning Objectives <sup>3</sup>	Dept. Plans' Assessment Measures	Dept. Plans' Expectations	Dept. Plans' Results	Dept. Plans' Feedback Loop
Rating Scale	4 (high) to 1 (low)	4 (high) to 1 (low)	40 highest score	4 goals	Levels 1-3: 3 is most mature	Levels 1-3: 3 is most mature	Levels 1-3: 3 is most mature	Levels 1-3: 3 is most mature	Levels 1-3: 3 is most mature
EC/ELE /MLE <sup>5</sup>	FR: 3.14; n=106 SR: 3.53; n=240	3.44 N=641	24.83 N = 207	EL—W, S, CT, G EC—W, S, CT, G	Level 3	Level 3	Level 2	Level 3	Level 3
HST	FR: 3.36; n=11 SR: 3.50; n=46	3.35 N=127	21.27 N = 44	CH—CT, G, W, S HA—CT, G, W, S FR—CT, G, W, S TC—CT, G, W, S BS—CT, G, W, S	CH—Level 2 HA—Level 3 FR—Level 3 TC—Level 3 BS—Level 3	CH—Level 3 HA—Level 2-3 FR—Level 2-3 TC—Level 2-3 BS—Level 3	CH—Level 3 HA—Level 2 FR—Level 3 TC—Level 3 BS—Level 3	CH—Level 2 HA—Level 2 FR—Level 2 TC—Level 2 BS—Level 2	CH—Level 3 HA—Level 2 FR—Level 3 TC—Level 2-3 BS—Level 3
KSS	FR: 3.04; n=101 SR: 3.53; n=169	3.33 N=648	23.45 N = 142	AT—CT, W, S ES—CT, W, S TC—CT, G, W, S SM—CT, W, S	AT—Level 3 ES—Level 3 TC—Level 3 SM—Level 2	AT—Level 2-3 ES—Level 2 TC—Level 3 SM—Level 2	AT—Level 2-3 ES—Level 2 TC—Level 3 SM—Level 2	AT—Level 2-3 ES—Level 2 TC—Level 3 SM—Level 2	AT—Level 2-3 ES—Level 2-3 TC—Level 3 SM—Level 3
REC	FR: 3.5; n=6 SR: 3.37; n=19	3.03 N=66	23.00 N = 19	BS—W, S, CT, G T—none	BS—Level 2-3 T—Level 2	BS—Level 2-3 T—Level 2	BS—Level 2-3 T—Level 2	BS—Level 2 T—Level 2	BS—Level 3 T—Level 2
SPE	FR: 3.16; n=64 SR: 3.66; n=83	3.45 N=330	24.17 N = 64	CT, W, S, G	Level 3	Level 3	Level 3	Level 3	Level 3
<b>College Ave.<sup>4</sup></b>	FR: 3.13; n=288 SR: 3.55; n=557	3.38 N=1811	23.93 N = 476	94% CT 72% Global 94% Writing 94% Speaking	28% Level 2 72% Level 3	61% Level 2 39% Level 3	44% Level 2 56% Level 3	78% Level 2 22% Level 3	39% Level 2 61% Level 3
<b>EIU Ave.</b>	FR: 3.11; n=1232 SR: 3.54; n=2192	3.36 N=7068	24.91 N = 1815	80% CT 66% Global 83% Writing 68% Speaking	28% Level 2 72% Level 3	7% Level 1 48% Level 2 45% Level 3	6% Level 1 55% Level 2 39% Level 3	3% Level 1 62% Level 2 35% Level 3	4% Level 1 40% Level 2 56% Level 3

<sup>1</sup> Average taken from submissions made Summer 2011, Fall 2011, and Spring 2012; Summer 2012 data will be included with the AY13 report.

<sup>2</sup> Mean covers Summer 2011, Fall 2011, and Spring 2012 Watson-Glaser Critical Thinking Appraisal administrations in senior seminars.

<sup>3</sup> Levels refer to all assessment plans in the department unless otherwise designated; levels refer to the primary trait analysis for departmental assessment. Plans submitted before July 14, 2012 are included; data from plans on two-year cycles have the most recent information included.

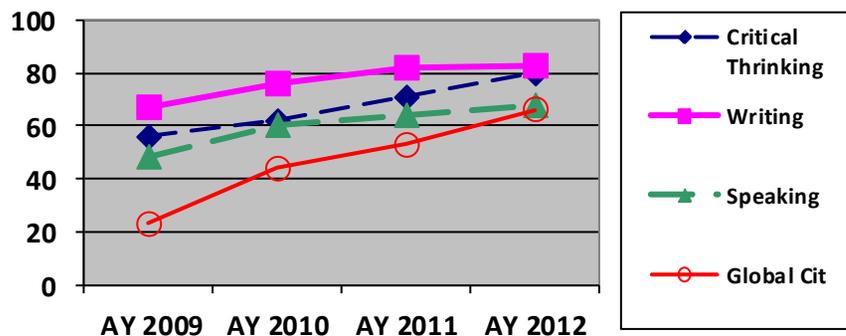
<sup>4</sup> College averages include all plans submitted, including minors; only major plans are listed above.

<sup>5</sup> Last year 12 programs at EIU were deemed to be in mature stages of assessment and were not required to submit plans until 2013; data from their 2011 reports is included (from CEPS these include B.S.Ed: ELE/MLE; B.S., and Early Childhood Education; B.S).

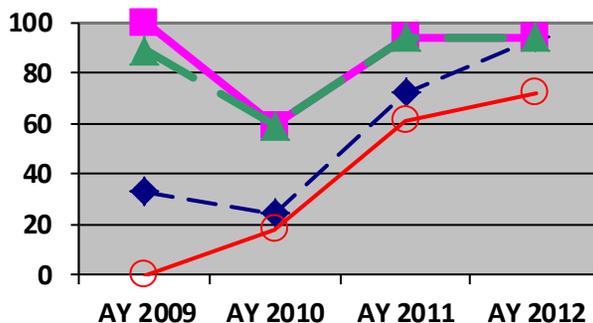
## 2009-2012 College Education and Professional Studies' Trends

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

**Percentage of EIU Undergraduate Programs Adopting Undergraduate Learning Goals**



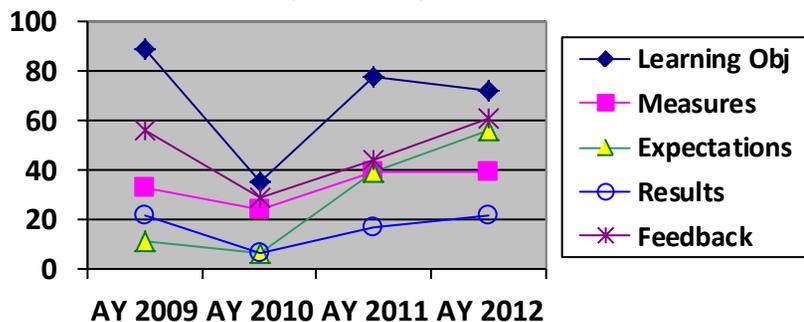
**Percentage of CEPs Undergraduate Programs Adopting Undergraduate Learning Goals**



- 2005 NCA visitors stated that the departmental assessment plans appear uneven in their collection and use of relevant data to support student learning. They also suggested that the university's undergraduate learning goals be assessed by individual units in annual assessment reports. Self-study for 2015 NCA visit will begin in 2012.

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

**Percentage of Aspects of CEPs Program Assessment Plans Rated as 3 (Mature)**



\* All aspects of all Dept. Plans were rated at a Level 2 or 3 indicating maturity is being approached or achieved. "Results" seems to be the area with the lowest rating across CEPs which could indicate the need to better analyze the data gathered or could indicate recently revised programs with limited results from which to draw conclusions.

Note: Levels may vary from year to year as programs revise their curricula and/or assessment plans, thus a decline in the rating does not necessarily indicate a

**Number of Undergraduate Learning Goals Adopted by CEPs Programs**

	AY 2009	AY 2010	AY 2011	AY 2012
EC/ELE/MLE	2	2	4	4
HST-CH	2	4	4	4
HST-HA	2	0		4
HST-FR	2	0	4	4
HST-TC	2	4	4	4
HST-BS	2	4	4	4
KSS-AT	2	2	3	3
KSS-ES	3	3	3	3
KSS-TC	2	2	4	4
KSS-SM	3	3	3	3
REC- BS	2	2	2	4
REC- T		0	0	0
SPE	4	4	4	4

- In AY 2012, CEPs again had the highest levels of adoption for all undergraduate learning goals (3 goals were assessed by 94% of programs and global citizenship was assessed by 72% of programs. 12 programs assessed 3-4 goals while only 1 program assessed no goals. CEPs is above university average for assessment of all learning goals.
- As shown on the first page, measures of writing, speaking, and critical thinking are all similar to the university average