

CASL Executive Summary for the College of Sciences' Undergraduate Programs AY12

Dept.	Average Speaking Scores	Average EWP Scores ¹	Mean Watson-Glaser ²	Undergrad Learning Goals Adopted	Dept. Plans' Learning Objectives ³	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
BIO	FR: 3.20; n=111 SR: 3.71; n=87	3.34 N=409	27.37 N=62	B.S.—CT TC—CT, W, S CLS—CT, W	Level 3 CLS—Level 2 TC—Level 3	Level 1-2 TC—Level 3 CL—Level 2	Level 1-2 TC—Level 2-3 CL—Level 2	Level 2 TC—Level 3 CL—Level 2	Level 2 TC—Level 3
CHM	FR: 3.21; n=14 SR: 3.46; n=13	3.52 N=20	29.91 N=11	B.S.—CT, W, S	Level 3	Level 2-3	Level 3	Level 2-3	Level 3
CDS ⁵	FR: 3.32; n=34 SR: 3.79; n=34	3.39 N=134	24.26 N=27	B.S.—CT, W, S	Level 3	Level 3	Level 3	Level 3	Level 3
ECN ⁵	FR: 3.17; n=6 SR: 3.67; n=6	3.20 N=24	24.14 N=7	B.A.—G, W, S	Level 3	Level 3	Level 2	Level 3	Level 3
G&G	FR: 3.22; n=9 SR: 3.60; n=30	3.43 N=72	25.88 N=32	Geg—CT, G Gel—CT, W, S, G	GEL—3 GEG—3	GEL—2-3 GEG—3	GEL—2 GEG—3	GEL—2 GEG—3	GEL—2 GEG—3
MAT	FR: 3.42; n=19 SR: 3.64; n=25	3.57 N=85	31.54 N=23	MA—W, S CS—CT	Level 2	Level 2 Level 1-2	Level 2	Level 2	Level 2 Level 1-2
NUR	FR: 0 SR: 3.8; n=5	2.89 N=34	24.80 N=5	CT, W, S, G	Level 2	Level 2	Level 2	Level 2	Level 2
PHY	FR: 3.33; n=12 SR: 3.71; n=7	3.75 N=32	32.75 N=8	B.S.— W, S, CT	Level 3	Level 3	Level 3	Level 3	Level 3
PLS	FR: 3.19; n=16 SR: 3.58; n=24	3.33 N=93	26.29 N=21	B.A.—CT, W, G	Level 3	Level 2-3	Level 2-3	Level 2-3	Level 3
PSY ⁵	FR: 3.11; n=83 SR: 3.41; n=98	3.37 N=391	24.39 N=93	B.A.—CT, W, S, G	Level 3	Level 3	Level 3	Level 3	Level 3
SOC	FR: 3.10; n=30 SR: 3.39; n=84	3.38 N=274	23.50 N=72	B.A.—CT, G	Level 2	Level 1-2	Level 2	Level 2	Level 2
College Ave.⁴	FR: 3.19; n=334 SR: 3.56; n=414	3.37 N=1621	25.77 N = 361	88% CT 50% Global 75% Writing 63% Speaking	25% Level 2 75% Level 3	19% Level 1 44% Level 2 38% Level 3	6% Level 1 63% Level 2 31% Level 3	63% Level 2 37% Level 3	6% Level 1 31% Level 2 63% Level 3
EIU Ave.	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

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

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

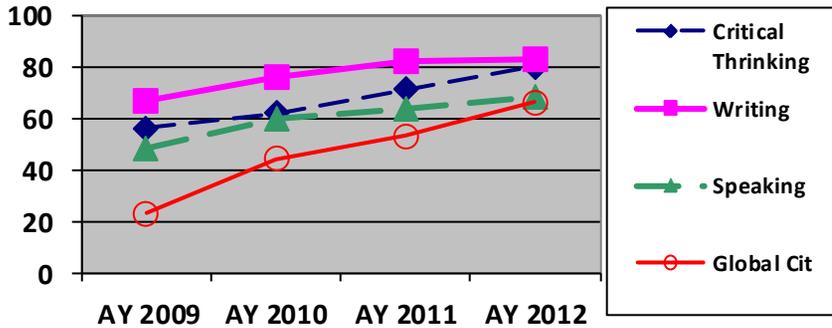
³ Levels refer to all assessment plans in the department unless otherwise designated; levels refer to the primary trait analysis for departmental assessment.

⁴ College averages include all plans submitted before July 14, 2012, including minors; only major plans are listed above.

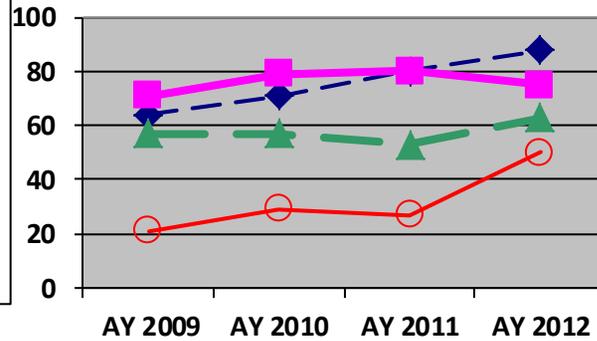
⁵ Last year 12 programs were deemed to be in mature stages of assessment and were not required to submit plans until 2013; data from their 2011 reports is included here. From COS programs include Economics, Psychology, Communication Disorders & Sciences. Moving to a two-year cycle indicates maturity in the plan and that assessment appears to be part of the routine work of faculty in the department.

2009-2012 College of Sciences' Trends

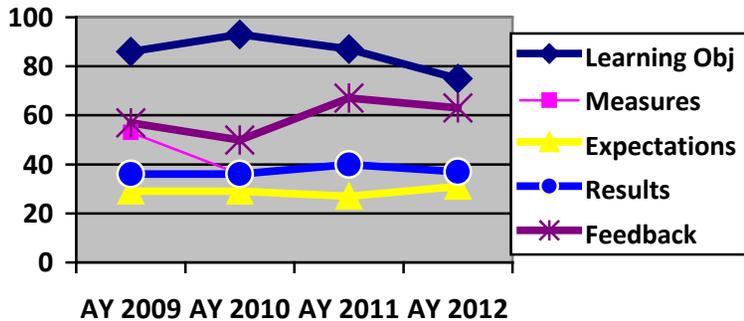
Percentage of EIU Undergraduate Programs Adopting Undergraduate Learning Goals



Percentage of COS Undergraduate Programs Adopting Undergraduate Learning Goals



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



There was not a substantial change overall in College levels for maturity/robustness of assessment plans-

- ALL departments turned in an assessment report for the first time, which is good.
- Some departments completed major revisions in their assessment plans or were at beginning stages of implementing plans (e.g. Math, Sociology, Nursing) which resulted in some lower maturity levels (1-2) influencing college average
- Note: levels may vary from year to year as programs revise their curricula and/or assessment plans and it takes time for revised assessment plans to become fully implemented

Number of Undergraduate Learning Goals Adopted by COS Programs				
	AY 2009	AY 2010	AY 2011	AY 2012
BIO- BS	1	1	1	1
BIO-TC	2	3	3	3
BIO-CLS	0	2	2	2
CHM	3	3	3	3
CDS	2	2	3	3
ECN	3	3	3	3
G&G- GEG	2	0	0	2
G&G- GEL	3	4	3	4
MAT	2	No	No	2
NUR	No	No	2	4
PHY	3	2	2	3
PLS	2	2	2	3
PSY	4	4	4	4
SOC	2	2	2	2

- 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 Assessed - Critical Thinking 61%, Writing 56%, Speaking 47%, Global Cit 33%

- COS made substantial gain from 2011 to 2012 in the percentage of programs assessing global citizenship (27% gain) and moderate gains (approximately 10%) in the percentage of programs assessing critical thinking and speaking.
- As seen in the table to the left 3 programs are assessing all 4 undergrad learning goals, 6 programs are assessing 3 goals, 4 programs are assessing 2 goals, and 1 program is assessing 1 goal.

As shown on front side of page, the COS average similar to university average on measures of speaking & writing, and slightly higher than university average on critical thinking (as measured by the Watson-Glaser)