

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

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

Department	Graduate Learning Goals Adopted ¹	Dept. Plans' Learning Objectives ²	Dept. Plans' Assessment Measures	Dept. Plans' Expectations	Dept. Plans' Results	Dept. Plans' Feedback Loop
Rating Scale	4 goals ³	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
Biological Sciences	Report turned in 6 weeks late- Not in time to be included in summary					
Chemistry	K, C, S, CT	Level 3	Level 2-3	Level 3	Level 2	Level 2
Communication Disorders & Sciences ³	K, CT, C, S	Level 3	Level 3	Level 3	Level 3	Level 3
Economics	K, CT, C, S	Level 3	Level 3	Level 3	Level 3	Level 3
Mathematics & Computer Sciences—M.A. or M.A. w/ TC	MA—K, C, S, CT TC—K, C, S	MA—Level 3 TC—Level 2	MA—Level 2 TC—Level 2	MA—Level 1-2 TC—Level 2	MA—Level 2 TC—Level 2	MA—Level 2 TC—Level 2
Natural Sciences	K, CT, C, S	Level 3	Level 3	Level 3	Level 2-3	Level 3
Political Science	K, CT, C, S	Level 3	Level 3	Level 2-3	Level 2-3	Level 3
Psychology—M.A. Clinical Psych or Specialist	K, CT, C, S	MA—Level 3 SP—Level 3	MA—Level 3 SP—Level 3	MA—Level 3 SP—Level 3	MA—Level 3 SP—Level 3	MA—Level 3 SP—Level 3
College Average	100% Knowledge 89% CT & PS 100% Communication 100% Scholarship	11% Level 2 89% Level 3	23% Level 2 67% Level 3	11 % Level 1 22% Level 2 67% Level 3	56% Level 2 44% Level 3	33% Level 2 67% Level 3
University Average	100% Knowledge 96% CT & PS 100% Communication 100% Scholarship	11% Level 2 89% Level 3	4% Level 1 36% Level 2 61% Level 3	7% Level 1 29% Level 2 64% Level 3	4% Level 1 54% Level 2 43% Level 3	29% Level 2 71% Level 3

¹ Levels refer to all assessment plans in the department unless otherwise designated; levels refer to the primary trait analysis for departmental assessment. Plans that were submitted before July 14, 2012 are included. The most recent plan data is included for plans on a two-year submission cycle.

² The graduate learning goals include: a depth of content knowledge, critical thinking and problem solving, advanced scholarship through research or creative activity, and oral and written communication skills.

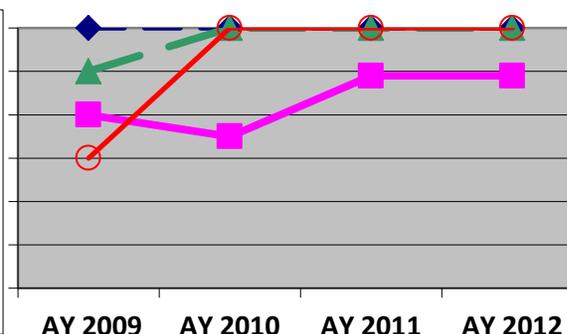
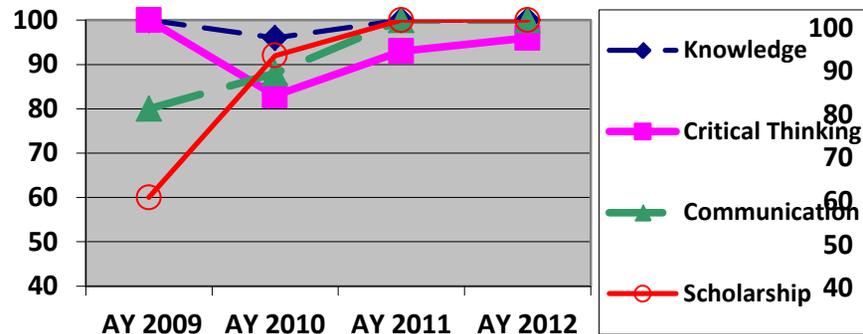
³ This graduate program had a mature assessment program last year; they were not required to submit a report this year (information from 2011 report is included here)

2009-2011 Graduate Programs in the College Sciences' Trends

Percentage of EIU Graduate Programs Adopting Graduate Learning Goals

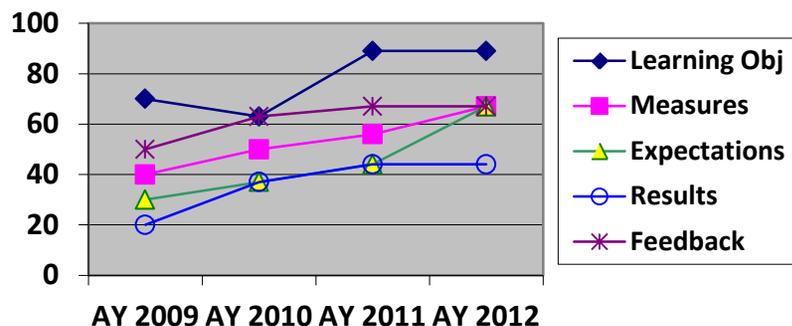
Percentage of COS Graduate Programs Adopting Graduate Learning Goals

Number of Graduate Learning Goals Adopted by CEPs Programs



	AY 2009	AY 2010	AY 2011	AY 2012
Biological Sciences—M.S.	4	4	4	Late Report
Biological Sciences—M.S.N.S.	3	4	4	4
Chemistry	4	3	4	4
Communication Disorders & Sciences	4	4	4	4
Economics	4	4	4	4
Mathematics & Computer Sciences—M.A.	4	No report	3	4
Mathematics & Computer Sciences—M.A. w/ teach cert	3	3	3	3
Political Science	4	4	4	4
Psychology—M.A. Clinical Psych or Specialist	4	4	4	4

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



- Spring 2005- University graduate learning goals developed. Currently most COS graduate programs adopting all four graduate 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. Self-study for 2015 NCA visit will begin in 2012.
 - EIU Graduate Programs Summer 2006- 48% were at level 3 with objectives, 24% with measures, 17% with expectations, 3% with results, 21% with the feedback loop
- Some increase in percentage of COS graduate assessment plan components rated as mature. Components of all plans in COS rated as a 2 or 3 (except Biological Sci with no report and Natural Sci which is a new grad program with no students or report yet)
- Currently COS grad programs similar to university average for percentage at level 3 for objectives, measures, expectations, results and feedback. The goal is to continue increasing levels, however 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 concern and it takes time for some aspects of revised plans to become fully implemented.