

CASL Executive Summary for the College of Education and Professional Studies' Graduate Programs AY13

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
Counseling & Student Development	K, CT, C, S	C-Level 3 CSA-Level 3	C-Level 3 CSA-Level 2-3	C-Level 3 CSA-Level 2	C-Level 3 CSA-Level 2-3	C-Level 3 CSA-Level 3
Early Childhood, Elementary, and Middle Level Education	K, CT, C, S	Level 3	Level 3	Level 2	Level 3	Level 3
Educational Administration	K, CT, C, S	MS-Level 3 Ed.S-Level 3	MS-Level 3 Ed.S-Level 3	MS-Level 3 Ed.S-Level 3	MS-Level 3 Ed.S-Level 3	MS-Level 3 ED.S-Level 3
Kinesiology & Sports Studies	K, CT, C, S	Level 3	Level 2-3	Level 2-3	Level 2-3	Level 3
Secondary Education & Foundations	K, CT, C, S	Level 3	Level 2	Level 1-2	Level 1-2	Level 2
Special Education	K, CT, C, S	Level 3	Level 3	Level 3	Level 3	Level 3
College Average	100% Knowledge 100% CT & PS 100% Communication 100% Scholarship	100% Level 3	50% Level 2 50% Level 3	13% Level 1 50% Level 2 38% Level 3	13% Level 1 38% Level 2 50% Level 3	13% Level 2 87% 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

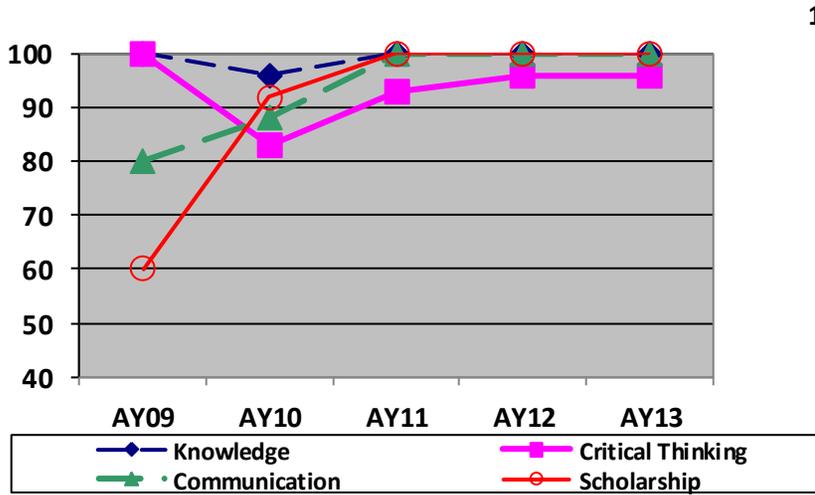
¹ The graduate learning goals include: a depth of content knowledge, critical thinking and problem solving, advanced scholarship through research or creative activity, and oral and written communication skills.

² Levels refer to all assessment plans in the department unless otherwise designated; levels refer to the primary trait analysis for departmental assessment and are taken from the most recently submitted plan if no plan was required for AY13. Plans submitted by July 9, 2013 are included.

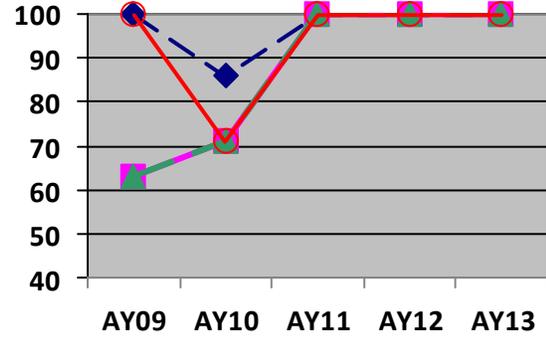
2009-2013 Graduate Programs in the College Education and Professional Studies' Trends

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

Percentage of EIU Graduate Programs Adopting Graduate Learning Goals

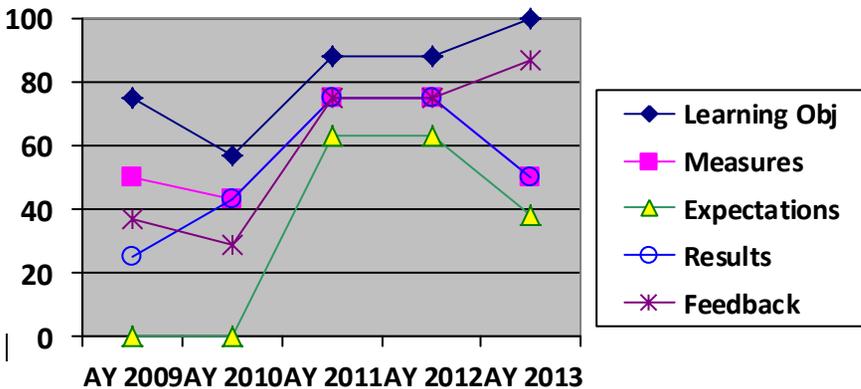


Percentage of CEPS Graduate Programs Adopting Graduate Learning Goals



	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013
Counseling & Student Development	4	4	4	4	4
Early Childhood, Elementary, and Middle Level Education	4	4	4	4	4
Educational Administration	4	No report	4	4	4
Kinesiology & Sports Studies	2	4	4	4	4
Secondary Education & Foundations			4	4	4
Special Education	4	4	4	4	4

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



- Spring 2005- University graduate learning goals developed. Currently all CEPS graduate programs adopting all four graduate learning goals for the third year in a row.
- 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 is currently underway
 - For Baseline Comparison, relative to EIU Graduate Programs in Summer 2006 : 48% were at level 3 with objectives, 24% with measures, 17% with expectations, 3% with results, 21% with the feedback loop
- The majority of aspects for CEPS Program Assessment Plans were rated at a “2” or “3”. Some decline in percentage of mature aspects in Measures, Expectations, and Results is due to one program(Secondary Ed & Foundations) being rated at the 1-2 level on several aspects and Counseling & Student Development reports being divided by concentration

*Note: Levels may vary from year to year as programs revise their curricula and/or assessment plans. Changes in assessment plans take time to be fully implemented, thus a decline or consistent number in the rating does not necessarily indicate a concern.