

**CASL Executive Summary for the College of Education & Professional Studies' Undergraduate Programs AY13**  
 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
<b>Rating Scale</b>	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	FR: 3.23; n=92 SR: 3.71; n=150	3.46 N=440	24.26 N = 137	EC—W, S, CT, G ELE—W, S, CT, G	Level 3	Level 3	Level 3 Level 2	Level 3	Level 3
HST	FR: 3.0; n=23 SR: 3.58; n=45	3.42 N=130	22.73 N = 45	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 3 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 2-3 FR—Level 3 TC—Level 3 BS—Level 3	CH—Level 2-3 HA—Level 2-3 FR—Level 2 TC—Level 2 BS—Level 2-3	CH—Level 3 HA—Level 2-3 FR—Level 3 TC—Level 2-3 BS—Level 3
KSS	FR: 3.06; n=96 SR: 3.52; n=203	3.34 N=571	23.19 N = 173	AT—CT, W, S ES—CT, W, S TC—CT, G, W, S SM—CT, G, 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 2-3 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 2-3 TC—Level 3 SM—Level 3
REC	FR: 3.0; n=13 SR: 3.75; n=20	3.30 N=63	22.27 N = 15	BS—W, S, G T—S	BS—Level 2-3 T—Level 2	BS—Level 2-3 T—Level 2	BS—Level 2-3 T—Level 2	BS—Level 2-3 T—Level 2	BS—Level 3 T—Level 2
SPE	FR: 3.38; n=50 SR: 3.57; n=87	3.48 N=226	24.36 N = 78	CT, W, S, G	Level 3	Level 3	Level 3	Level 3	Level 3
<b>College Ave.<sup>4</sup></b>	FR: 3.17; n=274 SR: 3.60; n =505	3.40 N=1430	23.64 N = 448	88% CT 76% Global 94% Writing 100% Speaking	18% Level 2 82% Level 3	71% Level 2 29% Level 3	41% Level 2 59% Level 3	82% Level 2 18% Level 3	47% Level 2 53% Level 3
<b>EIU Ave.</b>	FR: 3.15;n=1159 SR: 3.61;n=2215	3.38 N=6030	25.00 N = 1913	89% CT 72% Global 93% Writing 82% Speaking	21% Level 2 79% Level 3	7% Level 1 51% Level 2 42% Level 3	8% Level 1 47% Level 2 44% Level 3	6% Level 1 63% Level 2 32% Level 3	3% Level 1 47% Level 2 50% Level 3

<sup>1</sup> Average taken from submissions made Summer 2012, Fall 2012, and Spring 2013; Summer 2013 data will be included with the AY14 report.

<sup>2</sup> Mean covers Summer 2012, Fall 2012, and Spring 2013 Watson-Glaser Critical Thinking Appraisal administrations in senior seminars.

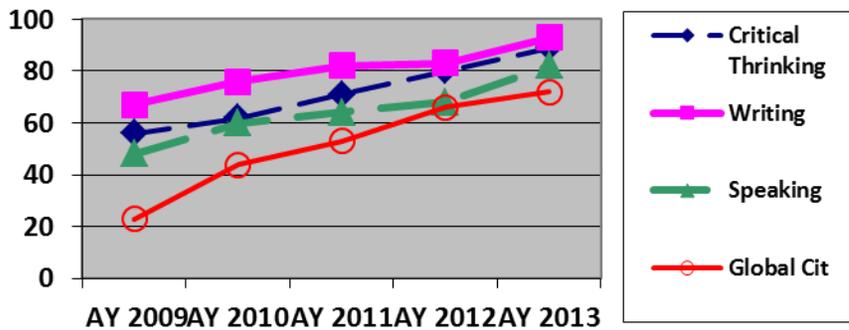
<sup>3</sup> Levels refer to all assessment plans in the department unless otherwise designated; levels refer to the primary trait analysis for departmental assessment. Plans submitted before July 14, 2013 are included; data from plans on two-year cycles have the most recent information included.

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

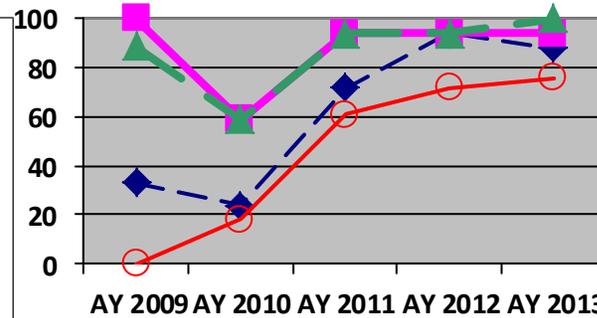
## 2009-2013 College Education and Professional Studies' Trends

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

Percentage of EIU Undergraduate Programs Adopting Undergraduate Learning Goals

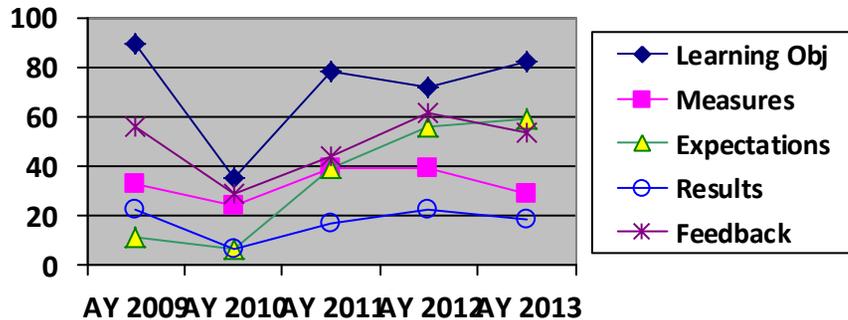


Percentage of CEPs Undergraduate Programs Adopting Undergraduate Learning Goals



	Number of Undergraduate Learning Goals Adopted by CEPs Programs				
	AY 2009	AY 2010	AY 2011	AY 2012	AY 2013
EC/ELE/ MLE	2	2	4	4	4
HST-CH	2	4	4	4	4
HST-HA	2	0	4	4	4
HST-FR	2	0	4	4	4
HST-TC	2	4	4	4	4
HST-BS	2	4	4	4	4
KSS-AT	2	2	3	3	3
KSS-ES	3	3	3	3	3
KSS-TC	2	2	4	4	4
KSS-SM	3	3	3	3	4
REC- BS	2	2	2	4	3
REC- T	N/A	new 0	0	0	1
SPE	4	4	4	4	4

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. "Measures" and "Results" seem to be the areas 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 concern.

- 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 is currently on-going.
  - EIU Undergrad Goals Assessed 2005- Critical Thinking 61% , Writing 56%, Speaking 47%, Global Cit 33%
  - EIU Undergraduate Programs Summer 2006- 71% were at level 3 with objectives, 23% with measures, 8% with expectations, 5% with results, 11% with the feedback loop
- All Education and Professional Studies programs except Rec-T have now adopted 3 or 4 of the undergraduate learning goals.