

CASL Executive Summary for the College of Sciences' Undergraduate Programs AY13

| 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 mature | Levels 1-3: 3 is mature | Levels 1-3: 3 is most mature | Levels 1-3: 3 is most mature | Levels 1-3: 3 is most mature |
| BIO | FR: 3.11; n=142 SR: 3.66; n=114 | 3.38 N=378 | 26.90 N=81 | B.S.—CT, W,S, G TC—CT,W, S CLS—CT, W, S | B.S.-Level 3 TC—Level 3 CLS—Level 2 | Level 2 TC—Level 3 CLS—Level 2 | B.S. Level 2 TC—Level 2-3 CLS—Level 2 | Level 2 TC—Level 3 CLS—Level 2 | Level 2 TC—Level 3 CLS—Level 2 |
| CHM | FR: 3.44; n=9 SR: 3.62 n=13 | 3.55 N=41 | 28.92 N=12 | B.S.—CT, W, S | Level 3 | Level 2-3 | Level 3 | Level 2-3 | Level 3 |
| CDS | FR: 3.57; n=21 SR: 3.64; n=36 | 3.45 N=139 | 26.03 N=34 | B.S.—CT, W, S, G | Level 3 | Level 3 | Level 3 | Level 3 | Level 3 |
| ECN | FR: 3.4; n=10 SR: 3.67; n=6 | 3.26 N=19 | 24.44 N=9 | B.A.—G, W, S | Level 3 | Level 3 | Level 2 | Level 2-3 | Level 2-3 |
| G&G | FR: 3.67; n=3 SR: 3.68; n=23 | 3.32 N=68 | 25.85 N=27 | 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: 2.93; n=29 SR: 3.74; n=23 | 3.62 N=73 | 28.57 N=21 | 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: 3.78; n=18 | 3.49 N=37 | 25.27 N=11 | CT, W, S, G | Level 3 | Level 3 | Level 3 | Level 2-3 | Level 2 |
| PHY | FR: 2.70; n=10 SR: 4.0; n=5 | 3.32 N=22 | 33.00 N=4 | B.S.— W, S, CT | Level 3 | Level 3 | Level 3 | Level 3 | Level 3 |
| PLS | FR: 3.44; n=9 SR: 3.54; n=31 | 3.44 N=71 | 26.48 N=25 | B.A.—CT, W, G | Level 3 | Level 2 | Level 2 | Level 2-3 | Level 3 |
| PSY | FR: 3.30; n=61 SR: 3.67; n=125 | 3.36 N=344 | 25.01 N=115 | B.A.—CT, W, S, G | Level 3 | Level 3 | Level 3 | Level 3 | Level 3 |
| SOC | FR: 3.16; n=43 SR: 3.64; n=74 | 3.31 N=251 | 25.00 N=64 | B.A.—CT, W, G | Level 2 | Level 1-2 | Level 1-2 | Level 2 | Level 2 |
| College Ave.⁴ | FR: 3.18; n=330 SR: 3.66; n=472 | 3.38 N=1443 | 26.00 N = 403 | 88% CT 56% Global 88% Writing 63% Speaking | 25% Level 2 75% Level 3 | 13% Level 1 44% Level 2 38% Level 3 | 6% Level 1 56% Level 2 38% Level 3 | 69% Level 2 31% Level 3 | 44% Level 2 56% Level 3 |
| EIU Ave. | 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 |

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

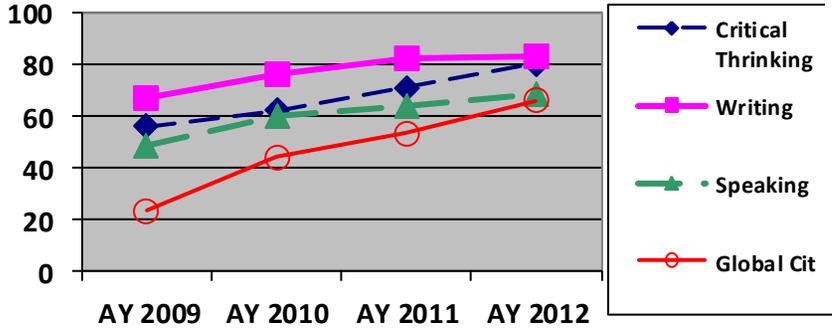
² Mean covers Summer 2011, Fall 2011, and Spring 2012 Watson-Glaser Critical Thinking Appraisal administrations in senior seminars.

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

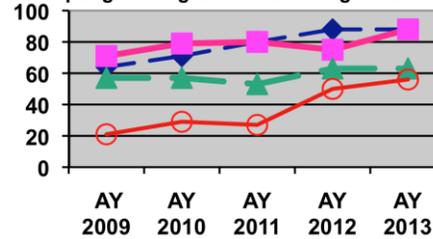
⁴ College averages include all plans submitted before July 14, 2012, including minors; only major plans are listed above.

2009-2013 College of Sciences' Trends

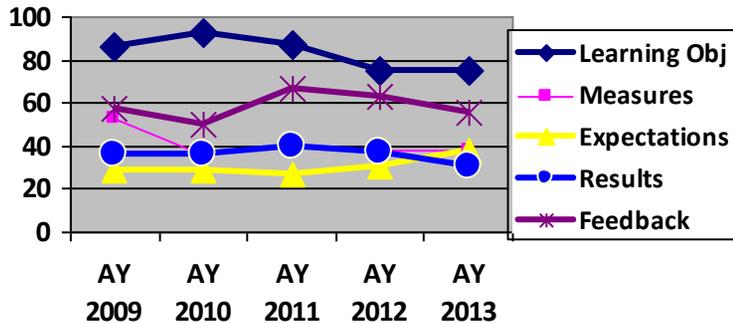
Percentage of EIU Undergraduate Programs Adopting Undergraduate Learning Goals



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 | AY 2013 |
|----------|---------|---------|---------|---------|---------|
| BIO- BS | 1 | 1 | 1 | 1 | 4 |
| BIO-TC | 2 | 3 | 3 | 3 | 3 |
| BIO-CLS | 0 | 2 | 2 | 2 | 3 |
| CHM | 3 | 3 | 3 | 3 | 3 |
| CDS | 2 | 2 | 3 | 3 | 4 |
| ECN | 3 | 3 | 3 | 3 | 3 |
| G&G- GEG | 2 | 0 | 0 | 2 | 2 |
| G&G- GEL | 3 | 4 | 3 | 4 | 4 |
| MAT | 2 | No | No | 2 | 2 |
| MAT- CS | | | | | 1 |
| NUR | No | No | 2 | 4 | 4 |
| PHY | 3 | 2 | 2 | 3 | 3 |
| PLS | 2 | 2 | 2 | 3 | 3 |
| PSY | 4 | 4 | 4 | 4 | 4 |
| SOC | 2 | 2 | 2 | 2 | 3 |

- 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 is currently underway.
 - 2005 EIU Undergrad Goals Assessed - Critical Thinking 61%, Writing 56%, Speaking 47%, Global Cit 33%

- COS made some gain from 2012 to 2013 in the percentage of programs assessing global citizenship (6% gain) and moderate gains (approximately 10%) in the percentage of programs assessing writing.
- As seen in the table to the left 13 out of 15 programs are assessing 3 or 4 of the undergrad learning goals.

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)