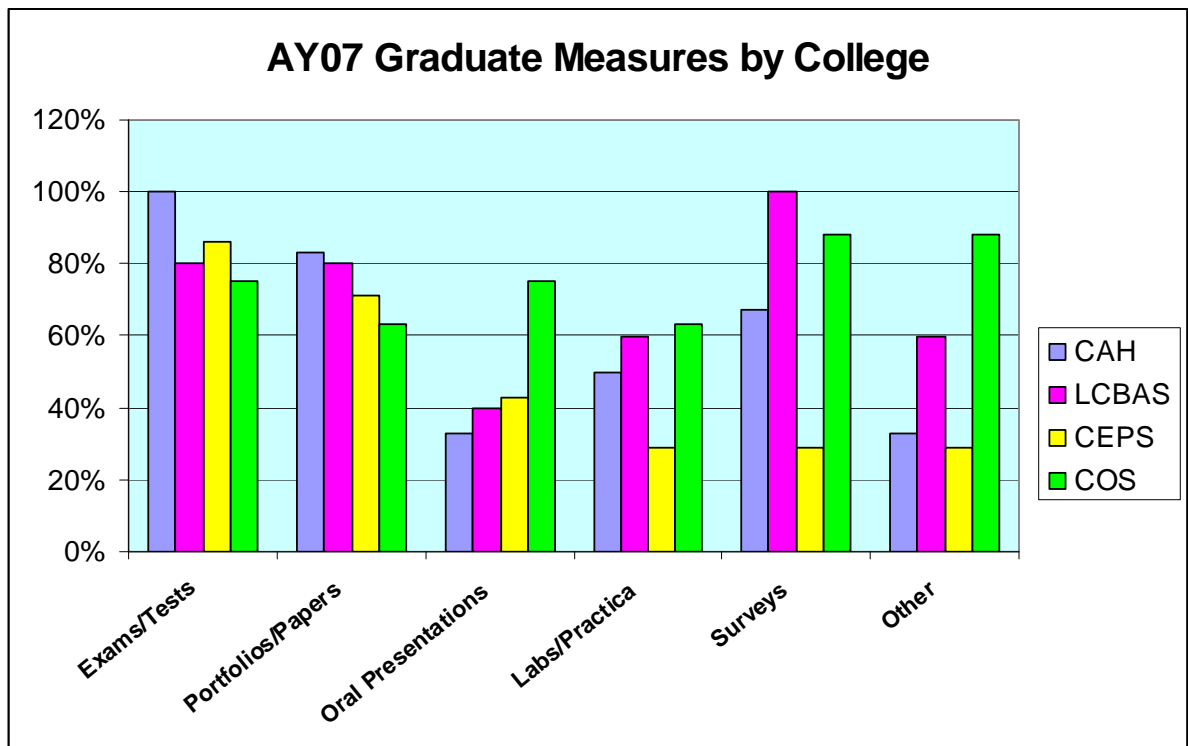


Graduate Assessment Report AY07¹

This report offers information concerning graduate program assessment at Eastern Illinois University. In AY07 twenty-six graduate programs submitted annual assessment plans to the Director of the Center for Academic Support and Achievement. Reports were not received from the Departments of Mathematics and Computer Sciences and Early Childhood, Elementary, and Middle Level Education.

The following chart indicates how many graduate programs in the four colleges are using the various measures for assessment purposes.²

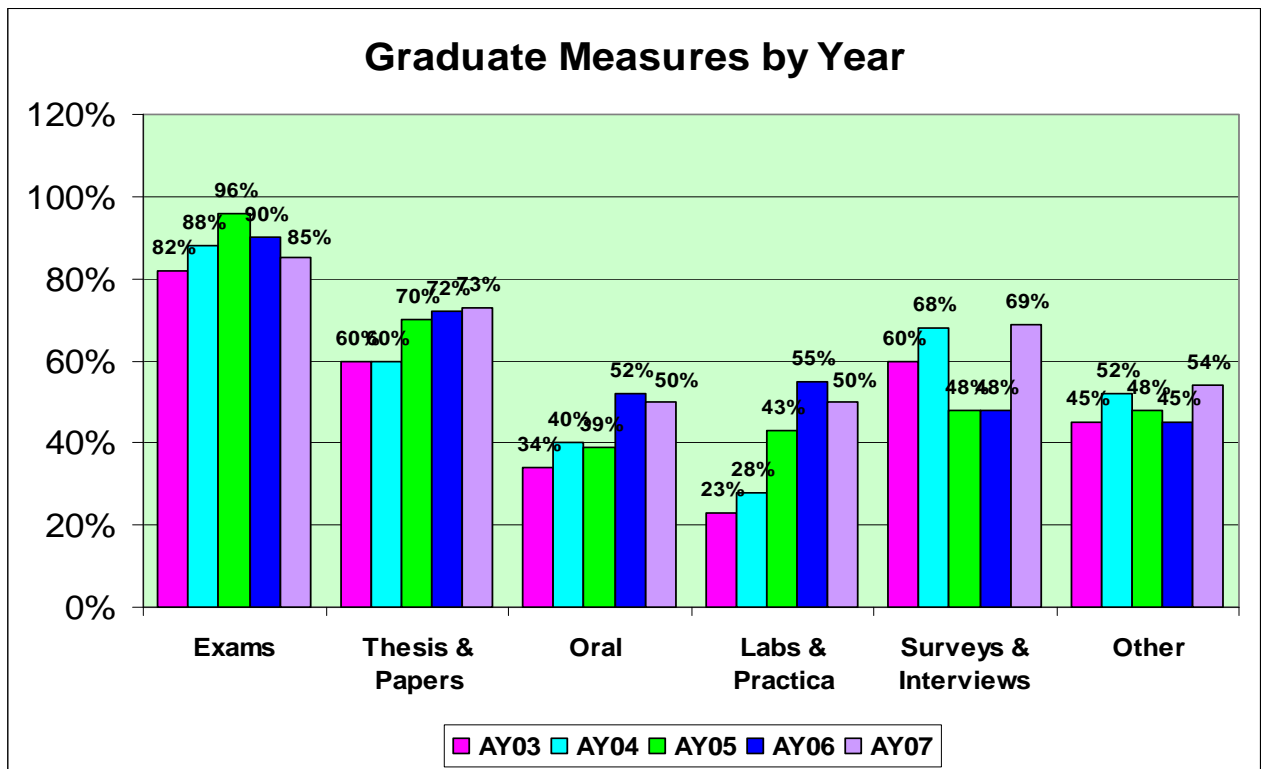


¹ All information provided in this chart was taken from the annual assessment summaries submitted to the Director of CASA in Summer 2007.

² Twenty-five programs submitted plans. In the College of Arts and Humanities, these six programs included: Art, M.A.; Communication Studies, M.A.; English, M.A.; Historical Administration, M.A.; History, M.A., and Music, M.A. In the Lumpkin College of Business and Applied Sciences, the following five summaries were submitted: Business Administration, M.B.A.; Family and Consumer Sciences, M.S., Dietetics; Family and Consumer Sciences, M.S.; Gerontology, M.A.; and Technology, M.S. The following seven summaries were submitted from the College of Education and Professional Studies: College Student Affairs, M.S.; Counseling, M.S.; Education Administration, M.S.Ed./Specialist in Education; Physical Education, M.S.; Physical Education, M.S., Exercise Science; Physical Education, M.S., Sport Administration, Pedagogy, and Coaching; and Special Education, M.S. Eight graduate summaries were received from the College of Sciences: Biological Sciences, M.S.; Chemistry, M.S.; Communication Disorders and Sciences, M.S.; Economics, M.A.; Natural Sciences, Biological Sciences, M.S.; Political Science, M.A.; Psychology, Specialist in School Psychology; Psychology, Clinical Psychology, M.A.

As indicated by the previous chart, the majority of programs (75%-100%) are employing exams and tests as the primary direct measure. The most prevalent measures used for assessment purposes are masters' exams and theses. Theses and seminar papers are used by 63%-100% of programs. Fewer programs are assessing oral competency with a range from 33% (CAH) to 75% (COS). Laboratory experiments/exercises and internships/practica make up 29%-63% of the measures. The widest range in usage of measures in the indirect measures with 29% (CEPS) to 100% (LCBAS) employing surveys and/or interviews. Measures by college and program are included as Appendix A or can be found on the submitted plans themselves, which are available on-line at www.eiu.edu/~assess.

The following chart follows the changes in measures from AY03 to AY07 with all graduate programs submitted for each year included.

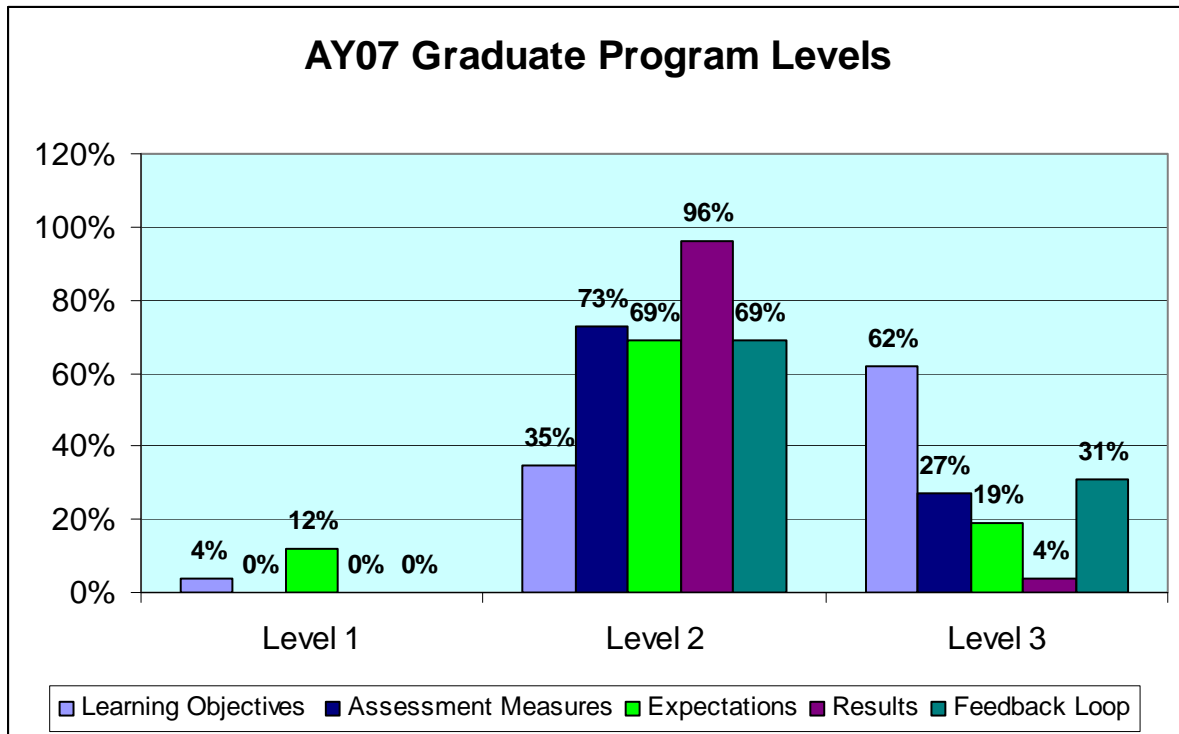


The “other” category in the above chart refers to a variety of measures that are either not measures assessing student learning outcomes directly (such as numbers of students presenting at conferences or receiving awards/scholarships, employment rates, admission requirements, numbers of theses completed, and number of students applying to and being accepted by Ph.D. programs) or are very field/program specific (such as participation with peers in coursework).

Use of indirect measures such as surveys of students or employers or exit interviews has increased in the past year. Eighteen of the twenty-six submitted programs are using at least one indirect measure. Every plan submitted from the Lumpkin College of Business and Applied Sciences and all but one submitted from the College of Sciences have included both direct and indirect measures in their plans. This

incorporation of both kinds of assessment measures indicates maturation in assessment work. While all program plans submitted have included direct measures, some programs still do not have multiple measures but are using one summative measure only.

The following chart indicates the level of progress for the graduate programs by the five criteria on the primary trait analysis. These levels have been given to department chairs and coordinators on their 2007 Response to Summary Report. These responses are also on the assessment web site.

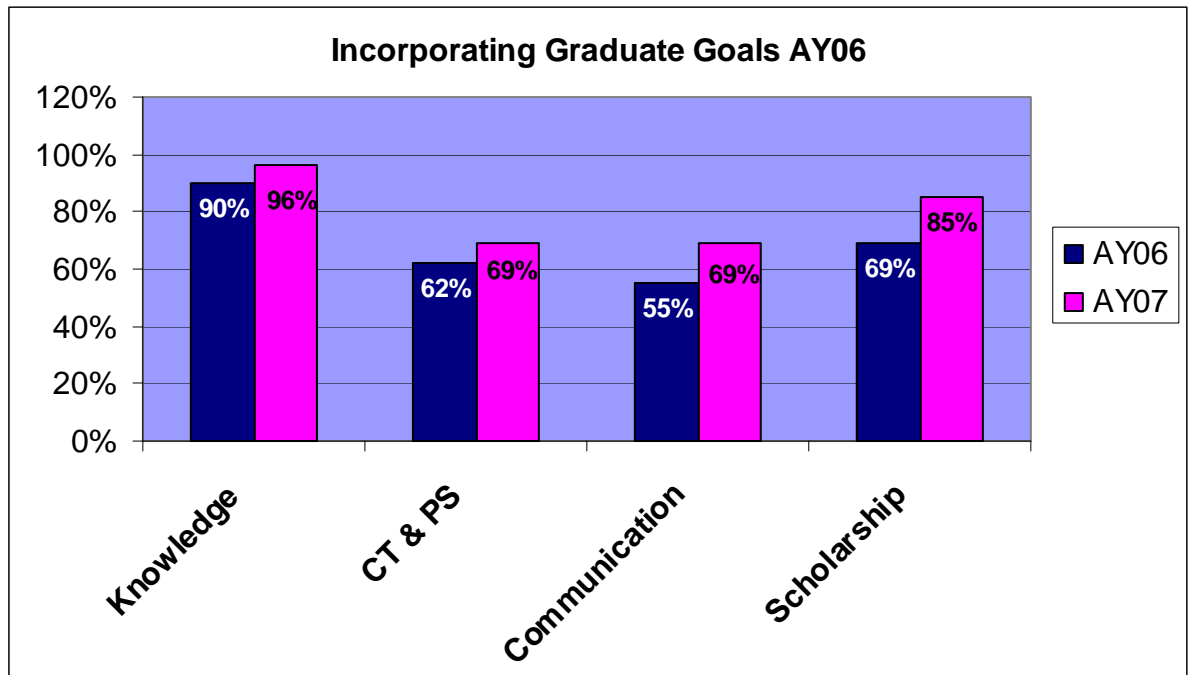


While our goal is to move more programs into level three in all categories, each year there are fewer and fewer programs still at level one, which does show progress. A chart listing progress by college is included as Appendix B. The best gauge of each program's progress is the analysis provided on the summary reports in Parts Two and Three. Several programs are making great progress at the graduate level. This is the first year that we have had zero programs at level one with assessment measures, results, and feedback loop, which means that all graduate programs that submitted plans in AY07 have identified assessment measures, are collecting results, and are sharing and using those results for program improvement.

In addition to measures and progress levels, the number of programs that had incorporated the graduate learning goals was also tracked. These goals are:

- A depth of content knowledge (including technology skills and ethical behaviors)
- Critical thinking and problem-solving skills
- Effective oral and written communication skills
- Evidence of advanced scholarship through research and/or creative activity

The percentage of programs currently incorporating these goals into their program objectives is given in the chart below:³

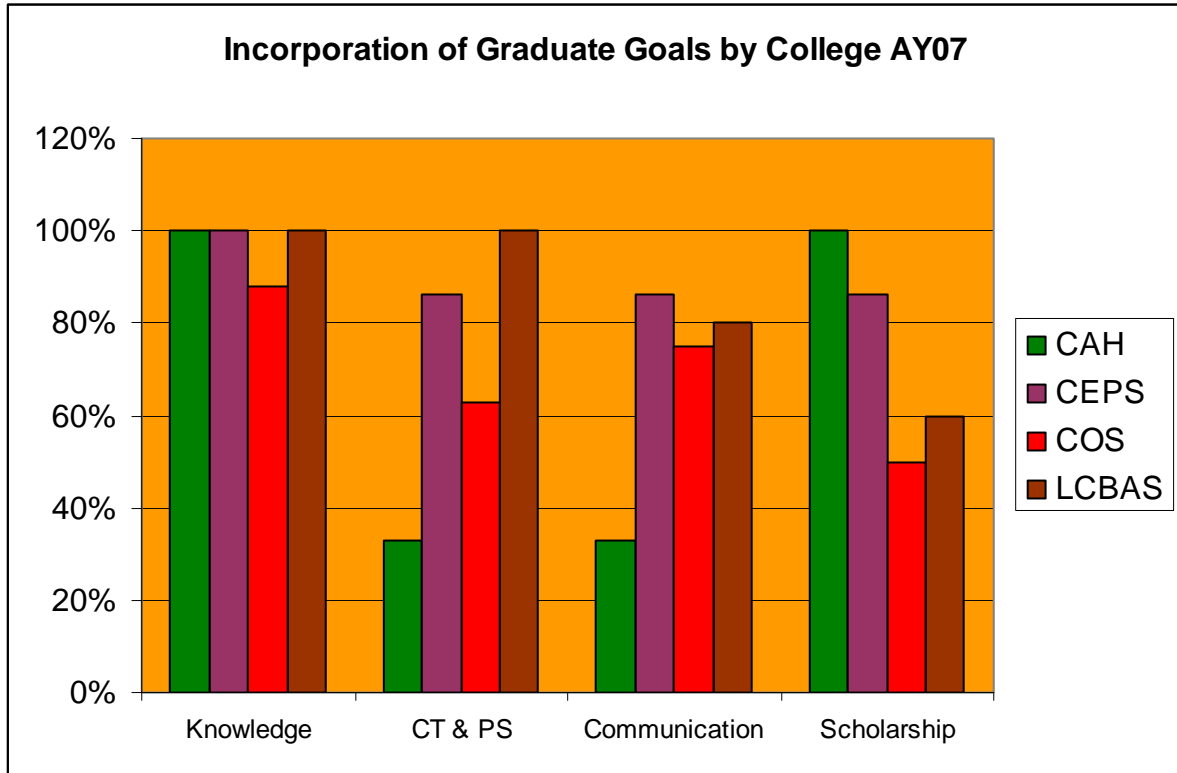


The total number of programs represented is 26. The depth of knowledge was the goal that the majority of programs had already incorporated; 96% represents 25 programs. Critical thinking and problem solving have been incorporated into the eighteen graduate programs. Oral and written communication skills are part of the program objectives for eighteen of the graduate programs. Twenty-two graduate programs currently articulate advanced scholarship through research or creative activity as a program objective (more programs are using scholarship activities such as the thesis as a measure to show depth of knowledge or more program-specific objectives).

Some programs may be examining student learning of these goals, but because these goals have not been specifically articulated in their program objectives, they have not been included in the numbers given here. I suggest that in the next couple of years, programs should be encouraged to respond to these goals in their annual summaries as part of the information given in Part Two.

³ These data are based on the assessment summaries and the Director's understanding of those summaries and the graduate learning goals themselves.

The following chart shows adoption of graduate learning goals by college.



As this report shows, the graduate programs have been making steady progress over the last two years with their assessment plans.