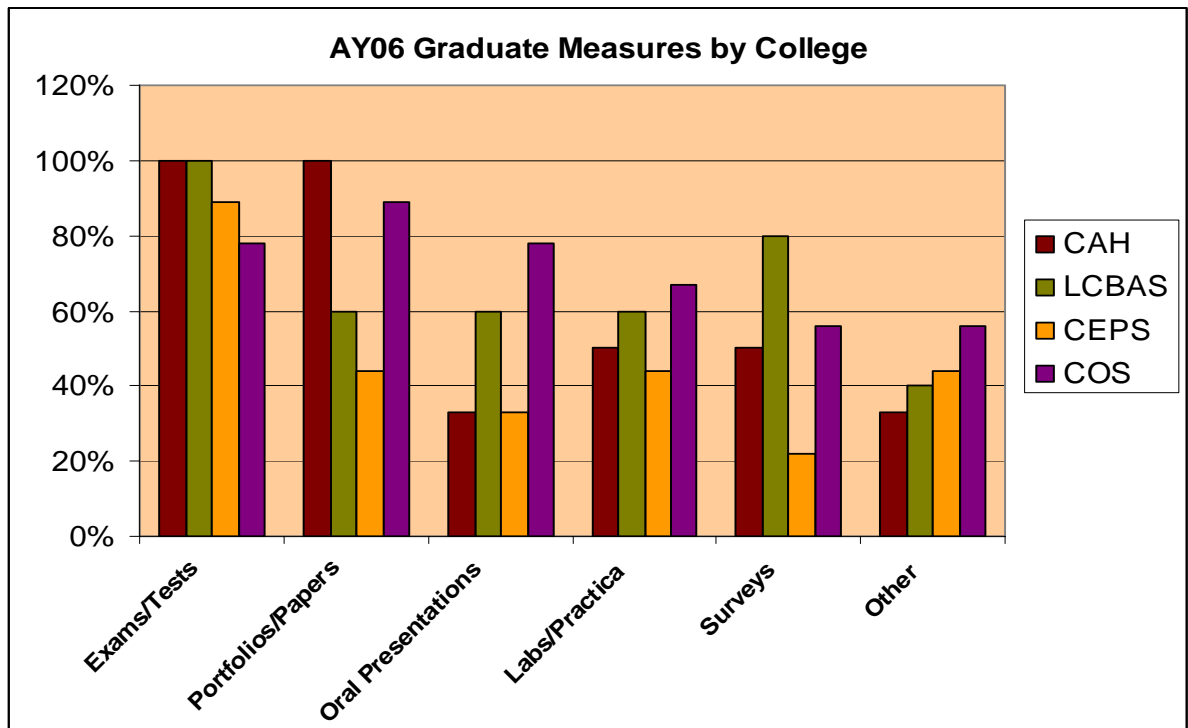


Graduate Assessment Report AY06¹

This report offers information concerning graduate program assessment at Eastern Illinois University. In AY06 twenty-nine graduate programs submitted annual assessment plans to the Director of the Center for Academic Support and Achievement.

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

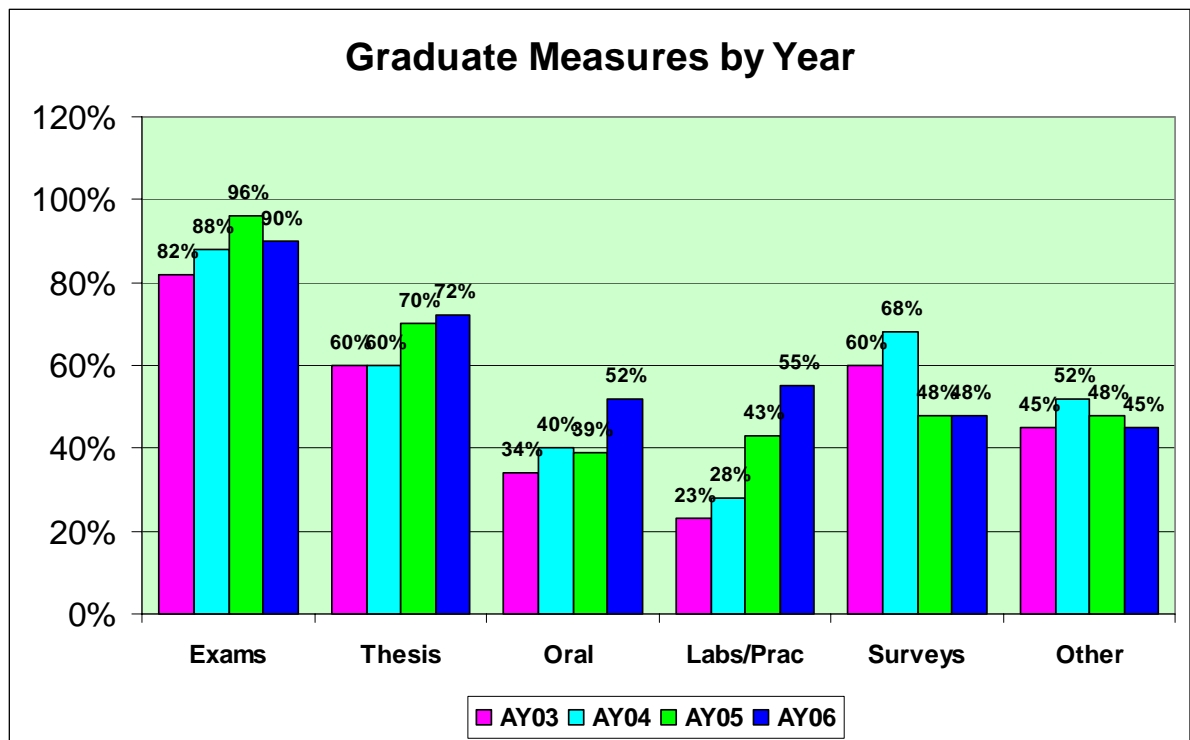


¹ All information provided in this chart was taken from the annual assessment summaries submitted to the Director of CASA in Summer 2006.

² Twenty-nine 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 Limpkin 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 nine summaries were submitted from the College of Education and Professional Studies: College Student Affairs, M.S.; Counseling, M.S.; Education Administration, M.S.Ed.; Educational Administration, Specialist in Education; Elementary Education, M.S.Ed.; Physical Education, M.S.; Physical Education, M.S., Exercise Science; Physical Education, M.S., Sport Administration, Pedagogy, and Coaching; and Special Education, M.S. Nine 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.; Mathematics, M.A.; Mathematics Education, M.A.; Natural Sciences, Biological Sciences, M.S.; Political Science, M.A.; and Psychology, Specialist in School Psychology.

As indicated by the previous chart, the majority of programs (78%-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 44%-100% of programs. Fewer programs are assessing oral competency with a range from 33% (CAH and CEPS) to 78% (COS). Laboratory experiments/exercises and internships and practica make up 44%-67% of the measures. The widest range in usage of measures in the indirect measures with 22% (CEPS) to 80% (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 AY06 with all graduate programs submitted for each year included.

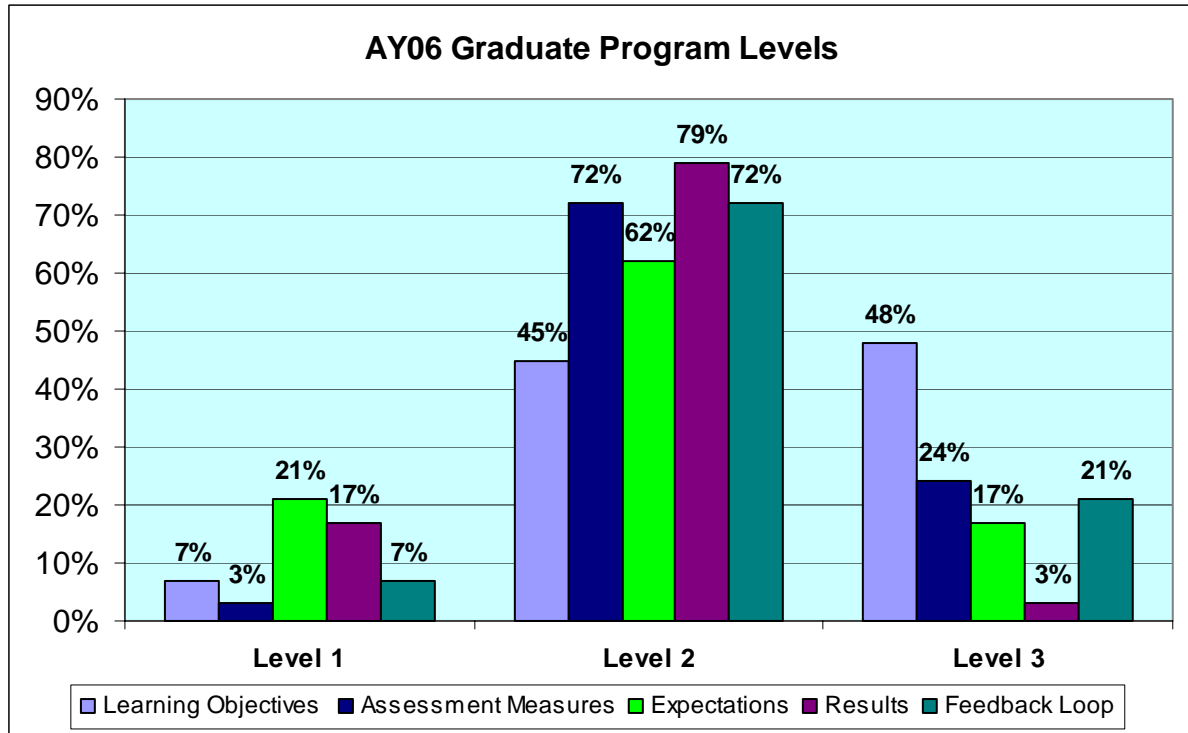


The "other" category in the above chart refers to a variety of measures that are either not measures assessing student learning outcomes directly (such as numbers of students presenting at conferences or receiving awards/scholarships, employment, admission requirements, numbers of theses completed, and 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 has fallen off in the last couple of years while a focus on direct measures has increased. Several programs have focused their assessment efforts on improving direct measures through the development of rubrics, evaluation

forms, and so on. However, since many level 3 criteria encompass the use of direct and indirect measures, programs that have not included any indirect measures into their plans will not attain level three until they do so.³

The following chart indicates the level of progress for the graduate programs by the five topic areas on the primary trait analysis. These levels have been given to department chairs and coordinators on their 2006 Response to Summary Report. These responses are also on the assessment web site.



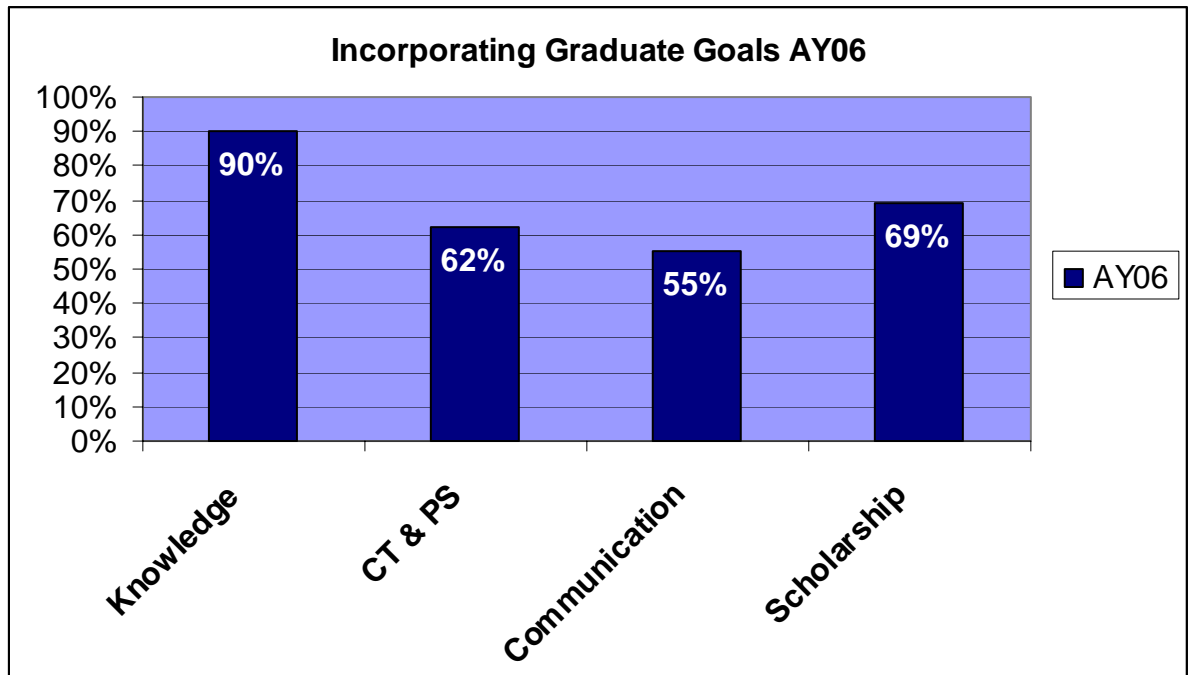
While our goal is to move more programs into level three in all categories, each year there are fewer and fewer programs still at level one, which does show progress. A chart listing progress by college is included as Appendix B. The best gauge of each program's progress is the analysis provided on the summary reports in Parts Two and Three. Several programs are making great progress at the graduate level.

In addition to measures and progress levels, this year I also tracked the number of programs that had incorporated the new graduate learning goals:

- 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

³ The levels referred to here are the ones used by Eastern Illinois University since 2002 based on the Higher Learning Commission/ North Central Association's primary trait analysis. A copy of Eastern's matrix is available on-line at www.eiu.edu/~assess.

The percentage of programs currently incorporating these goals into their program objectives is given in the chart below:⁴



The total number of programs represented is 29. The depth of knowledge was the goal that the majority of programs had already incorporated; 90% represents 26 programs: Biological Sciences, Business Administration, Chemistry, College Student Affairs, Communication Disorders and Sciences, Communication Studies, Counseling, Education Administration, Education Administration—Specialist, English, Family and Consumer Sciences, Family and Consumer Sciences—Dietetics, Gerontology, Historical Administration, History, Mathematics, Mathematics Education, Music, Natural Sciences, Physical Education, Physical Education—Exercise Science, Physical Education—Sport Administration, Political Science, Psychology—School Psych, Special Education, and Technology.

Critical thinking and problem solving have been incorporated into the following eighteen graduate programs: Biological Sciences, Business Administration, College Student Affairs, Counseling, Economics, Education Administration, Education Administration—Specialist, English, Family and Consumer Sciences, Family and Consumer Sciences—Dietetics, Gerontology, History, Mathematics, Mathematics Education, Natural Sciences, Political Science, Psychology—School Psych, and Technology.

⁴ These data are based on the assessment summaries and the Director's understanding of those summaries and the graduate learning goals themselves.

Oral and written communication skills are part of the program objectives for sixteen of the graduate programs; these programs are: Business Administration, Chemistry, College Student Affairs, Communication Disorders and Sciences, Counseling, English, Economics, Elementary Education, Family and Consumer Sciences, Gerontology, History, Mathematics, Mathematics Education, Natural Sciences, Political Science, and Psychology—School Psychology. Although this goal is the one least articulated as a program objective, it is the one that several programs indicated as a concern and something to watch or remediate on the analysis of their results.

Twenty 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). These programs include: Art, Biological Sciences, Chemistry, College Student Affairs, Communication Studies, Counseling, Economics, Elementary Education, English, Family and Consumer Sciences, Gerontology, Historical Administration, History, Music, Mathematics, Natural Sciences, Physical Education, Political Science, Psychology—School Psychology, and Technology.

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.

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

