

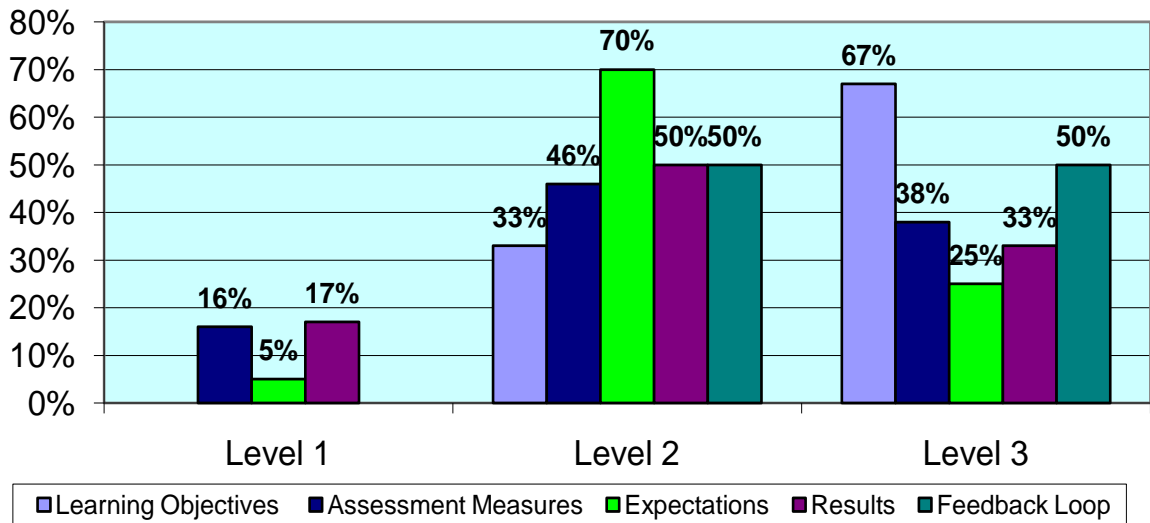
## Graduate Assessment Report AY10<sup>1</sup>

This report offers information concerning graduate program assessment at Eastern Illinois University. In AY10 twenty-three graduate programs submitted annual assessment plans to the Director of the Center for Academic Support and Achievement.<sup>2</sup>

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 2010 Response to Summary Report. These responses are also on the assessment web site.

□

### AY10 Graduate Program Levels



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 A. 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. The percentage of programs at level three for all categories has grown since last year. The highest number of programs at level one is in the results section of the plan followed by assessment measures. These categories are so integral to each other that

<sup>1</sup> All information provided in this chart was taken from the annual assessment summaries submitted to the Director of CASA by July 26, 2010. Plans were due June 15, 2010.

<sup>2</sup> Twenty-three programs submitted plans. M.S. in Communication Disorders and Sciences was placed on a two-year reporting cycle in AY09. Data from that report is included here as well.

programs that struggle in one section tend to struggle with other parts of the plan. Also, if programs change their assessment measure or determine an instrument is not working for their plan, it is common for results not to be collected while changes are made to the measures.

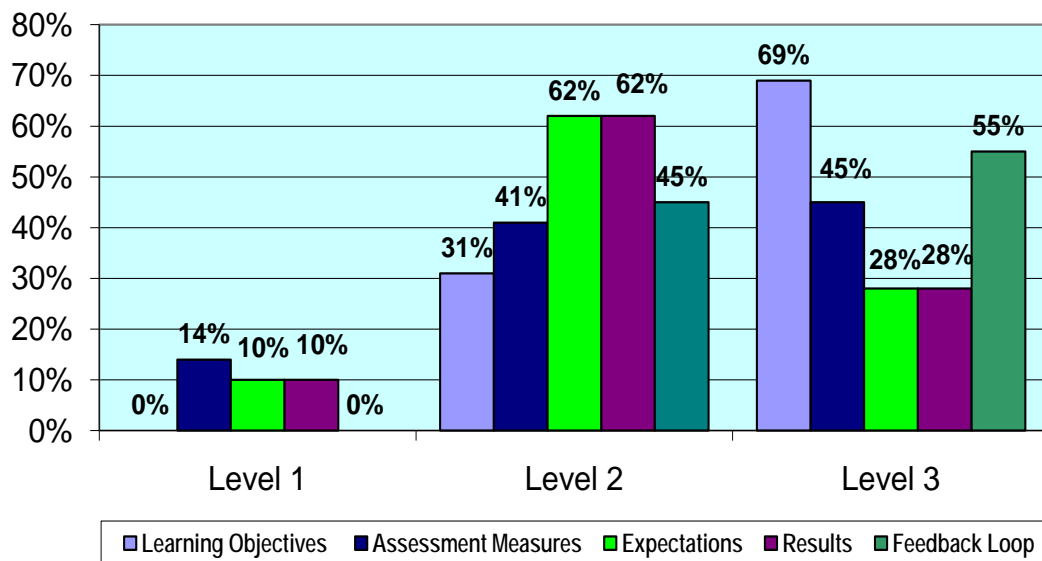
But, the percentage of programs at level one has decreased in the last year with no plans at this level in the learning objectives and feedback loop categories. Objectives and expectations have the most programs at level three. These categories tend to be the most stable; once a program has a solid set of objectives expectations can be determined before data are gathered and used. The Council for Graduate Studies' mandate to include the graduate goals in all graduate plans acted as an impetus for departments to discuss their objectives and move into more specific and measurable objectives for this program.

Plans cannot reach a level three designation in measures until they use both direct and indirect measures and employ multiple measures of assessment, so nearly half of plans are at level 2 with 38% at level 3. Reaching level three for results takes time; programs must display several years of collection and analysis of data and use of data for program improvement in order to reach level 3 for the results section of the plan. Currently, 33% of plans are at this mature level of gathering and using results.

The following chart shows the program levels in AY09 for the sake of comparison.

□

### Graduate Program Levels AY09



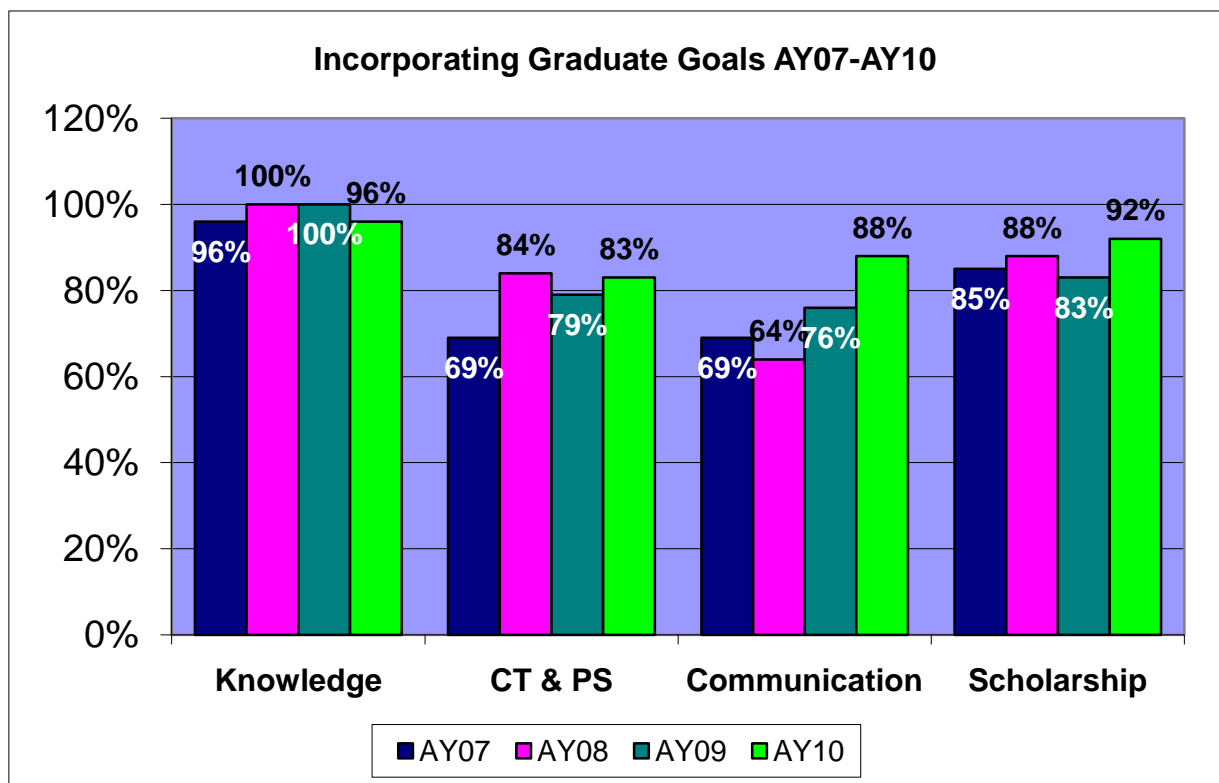
In AY09 all graduate programs submitted plans, so that year's data provides the most accurate information on graduate assessment we have had to date. In AY10, the following programs did not submit plans: M.A., Communication Studies; M.S,

Educational Administration; M.S, Family and Consumer Sciences—Family Services; M.S., Mathematics; and Specialist in School Psychology.

In addition to progress levels, the number of programs that 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:<sup>3</sup>

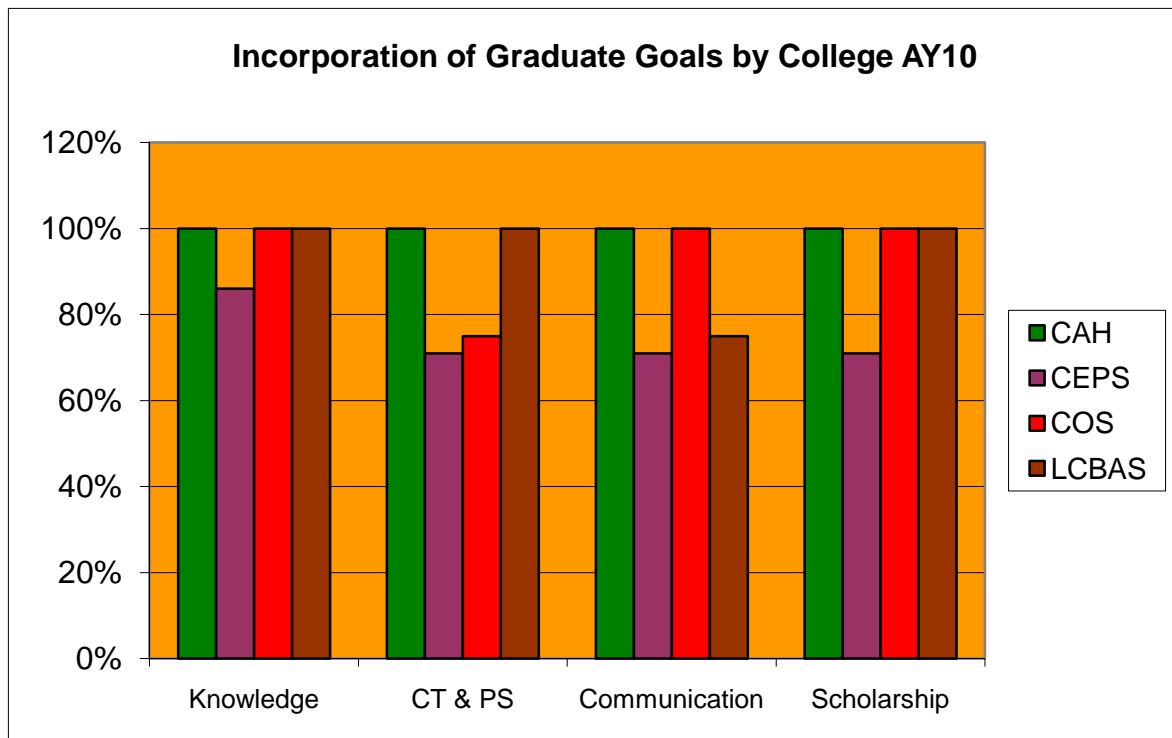


The depth of knowledge was the goal that the majority of programs had already incorporated as is shown by the high percentages for the last four years. Critical thinking and problem solving have been incorporated into 20 graduate programs. Oral and written communication skills are part of the program objectives for 21 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).

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

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. College of Arts & Humanities currently has 100% adoption of all four goals. College of Education and Professional Studies and the College of Sciences has 100% adoption of three of the goals.



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

## Graduate Programs Progress Report 2009-2010

	Sciences	Arts and Humanities	Business & Applied Sciences	Education & Professional Studies	Total
<b>Total Number of Programs</b>	8	5	4	7	24
<b>Learning Objectives</b>					
Level 1—learning objectives identified.					
Level 2—learning objectives identified; they describe student behaviors; they are program, not class or course, objectives; they are clear.	3 (37%)	1 (20%)	1 (25%)	3 (43%)	8 (33%)
Level 3—comprehensive learning objectives identified; they are appropriate in number; they describe student behaviors; they are program, not class or course, objectives; they are clear and measurable; they support Eastern’s educational goals; they span multiple learning domains; courses objectives correlate with program goals.	5 (63%)	4 (80%)	3 (75%)	4 (57%)	16 (67%)
<b>Assessment Measures</b>					
Level 1—measures identified.	1 (13%)			3 (43%)	4 (16%)
Level 2—measures identified; measures related to the learning objectives; they include direct measures of student learning; they are multiple.	3 (37%)	4 (80%)	3 (75%)	1 (14%)	11 (46%)
Level 3—measures identified; they relate to the learning objectives; they emphasize direct measures of student learning; they are multiple; they focus on real-world tasks; they stress higher order learning; they are integrated into the curriculum; they allow performance to be gauged over time.	4 (50%)	1 (20%)	1 (25%)	3 (43%)	9 (38%)
<b>Expectations</b>					
Level 1—some expectations identified; expectations may be vague or lacking specificity.	1 (13%)				1 (5%)
Level 2—performance expectations/standards established; they are specific; they describe desired outcomes for all measures.	4 (50%)	4 (80%)	2 (50%)	7 (100%)	17 (70%)
Level 3—performance expectations/standards established; they are specific; they describe desired outcomes for all measures; they describe indirect and direct measures; they can be tracked over time; expectations are re-evaluated regularly.	3 (37%)	1 (20%)	2 (50%)		6 (25%)

	Sciences	Arts and Humanities	Business & Applied Sciences	Education & Professional Studies	Total
	8	5	4	7	24
<b>Results</b>					
Level 1—data collected for at least some objectives.	1 (13%)			3 (43%)	4 (17%)
Level 2—data collected for all objectives; data analyzed in a routine and systematic manner; data compared over time; program implications for results are discussed and engage faculty/program choices.	4 (50%)	4 (80%)	3 (75%)	1 (14%)	12 (50%)
Level 3—data collected for all objectives; data analyzed in a routine and systematic manner; data compared over time; program implications for results are discussed and engage faculty/program choices; results reported annually and in self-studies and program reviews; changes made based on previous results are analyzed, assessed, and documented.	3 (37%)	1 (20%)	1 (25%)	3 (43%)	8 (33%)
<b>Feedback Loop</b>					
Level 1—data are not interpreted or used; assessment is largely the responsibility of the department chair.					
Level 2—data are being collected, interpreted, and used by faculty to improve student learning; data are being shared with other appropriate constituents; data are considered in departmental planning and budgeting processes.	3 (37%)	3 (60%)	1 (25%)	4 (71%)	12 (50%)
Level 3—data are routinely collected, interpreted, and used by faculty to improve student learning; data are being shared with other appropriate constituents; data are an integral part of departmental planning and budgeting process; the improvement of student learning is central to the department; assessment is part of the culture of the department.	5 (63%)	2 (40%)	3 (75%)	2 (29%)	12 (50%)

Note: the levels and the primary trait analysis are based on North Central Association/Higher Learning Commission's levels. These are the categories on the program summaries that are submitted each year. Programs that did not submit summaries for 2010 by July 26, 2010 could not be included in this progress report. However, one graduate program was placed on a two-year reporting cycle in AY09: M.S., Communication Disorders & Sciences. Information from this program's 2009 report is included here for consistency.

## CASL Executive Summary for the College of Sciences' Graduate Programs AY10

Department	Graduate Learning Goals Adopted <sup>1</sup>	Dept. Plans' Learning Objectives <sup>2</sup>	Dept. Plans' Assessment Measures	Dept. Plans' Expectations	Dept. Plans' Results	Dept. Plans' Feedback Loop
<b>Rating Scale</b>	4 goals <sup>3</sup>	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
Biological Sciences— M.S. or M.S.N.S.	MS—K, CT, C, S MSNS—K, CT, C, S	MS—Level 3 MSNS—Level 3	MS—Level 2 MSNS—Level 3	MS—Level 2 MSNS—Level 3	MS—Level 2 MSNS—Level 2-3	MS—Level 2 MSNS—Level 3
Chemistry	K, C, S	Level 2-3	Level 2	Level 2	Level 2	Level 2
Communication Disorders & Sciences	K, CT, C, S	Level 3	Level 3	Level 3	Level 3	Level 3
Economics	K, CT, C, S	Level 2-3	Level 3	Level 2	Level 3	Level 3
Mathematics & Computer Sciences— M.A. or M.A. w/ teach cert	MA—no report TC—K, C, S	MA—no report TC—Level 2	MA—no report TC—Level 1-2	MA—no report TC—Level 1	MA—no report TC—Level 1-2	MA—no report TC—Level 2
Political Science	K, CT, C, S	Level 3	Level 2	Level 2	Level 2	Level 3
Psychology—M.A. Clinical Psych or Specialist	K, CT, C, S	MA—Level 3 SP—no report	MA—Level 3 SP—no report	MA—Level 3 SP—no report	MA—Level 3 SP—no report	MA—Level 3 SP—no report
<b>College Average</b>	100% Knowledge 75% CT & PS 100% Communication 100% Scholarship	37% Level 2 63% Level 3	13% Level 1 37% Level 2 50% Level 3	13% Level 1 50% Level 2 37% Level 3	13% Level 1 50% Level 2 37% Level 3	37% Level 2 63% Level 3
<b>University Average</b>	96% Knowledge 83% CT & PS 88% Communication 92% Scholarship	33% Level 2 67% Level 3	16% Level 1 46% Level 2 38% Level 3	5% Level 1 70% Level 2 25% Level 3	17% Level 1 50% Level 2 33% Level 3	50% Level 2 50% Level 3

<sup>2</sup> Levels refer to all assessment plans in the department unless otherwise designated; levels refer to the primary trait analysis for departmental assessment.

<sup>3</sup> 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.

**CASL Executive Summary for the Lumpkin College of Business & Applied Sciences' Graduate Programs AY10**

<b>Department</b>	<b>Graduate Learning Goals Adopted<sup>4</sup></b>	<b>Dept. Plans' Learning Objectives<sup>5</sup></b>	<b>Dept. Plans' Assessment Measures</b>	<b>Dept. Plans' Expectations</b>	<b>Dept. Plans' Results</b>	<b>Dept. Plans' Feedback Loop</b>
<b>Rating Scale</b>	4 goals <sup>6</sup>	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
Business	Knowledge, Critical Thinking, Communication	Level 2-3	Level 3	Level 1-2	Level 2	Level 3
Family & Consumer Sciences—Dietetics, Gerontology, FCS	Diet—Knowledge , Scholarship,& CT Ger—Knowledge, CT, Comm., Scholarship FCS—no report	Diet—Level 2 GER—Level 3 FCS—no report	Diet—Level 2-3 GER—Level 2-3 FCS—no report	Diet—Level 3 GER—Level 3 FCS—no report	Diet—Level 3 GER—Level 2 FCS—no report	Diet—Level 3 GER—Level 2 FCS—no report
Technology	Knowledge, CT, Communication, Scholarship	Level 3	Level 3	Level 2-3	Level 2	Level 3
<b>College Average</b>	100% Knowledge 100% CT & PS 75% Communication 100% Scholarship	25% Level 2 75% Level 3	75% Level 2 25% Level 3	50% Level 1 50% Level 3	75% Level 2 25% Level 3	25% Level 2 75% Level 3
<b>University Average</b>	96% Knowledge 83% CT & PS 88% Communication 92% Scholarship	33% Level 2 67% Level 3	16% Level 1 46% Level 2 38% Level 3	5% Level 1 70% Level 2 25% Level 3	17% Level 1 50% Level 2 33% Level 3	50% Level 2 50% Level 3

<sup>5</sup> Levels refer to all assessment plans in the department unless otherwise designated; levels refer to the primary trait analysis for departmental assessment.

<sup>6</sup> 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.



### CASL Executive Summary for the College of Education and Professional Studies' Graduate Programs AY10

Department	Graduate Learning Goals Adopted <sup>7</sup>	Dept. Plans' Learning Objectives <sup>8</sup>	Dept. Plans' Assessment Measures	Dept. Plans' Expectations	Dept. Plans' Results	Dept. Plans' Feedback Loop
<b>Rating Scale</b>	4 goals <sup>9</sup>	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	Knowledge, CT, Communication, Scholarship	Level 3	Level 3	Level 2-3	Level 3	Level 3
Early Childhood, Elementary, and Middle Level Education	Knowledge, CT, Communication, Scholarship	Level 3	Level 2-3	Level 2	Level 2-3	Level 2
Educational Administration	No report	No Report	No Report	No Report	No Report	No Report
Kinesiology & Sports Studies—Ex. Science, Sports Man., Phys Ed.	Knowledge, CT, Communication, Scholarship	Level 2	Level 1-2	Level 2	Level 1-2	Level 2
Special Education	Knowledge, CT, Communication, Scholarship	Level 3	Level 3	Level 2-3	Level 2-3	Level 2
<b>College Average</b>	86% Knowledge 71% CT & PS 71% Communication 71% Scholarship	43% Level 2 57% Level 3	43% Level 1 14% Level 2 43% Level 3	100% Level 2	43% Level 1 14% Level 2 43% Level 3	71% Level 2 29% Level 3
<b>University Average</b>	96% Knowledge 83% CT & PS 88% Communication 92% Scholarship	33% Level 2 67% Level 3	16% Level 1 46% Level 2 38% Level 3	5% Level 1 70% Level 2 25% Level 3	17% Level 1 50% Level 2 33% Level 3	50% Level 2 50% Level 3

<sup>1</sup> 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.

<sup>2</sup> 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 AY09.

**CASL Executive Summary for the College of Arts & Humanities’ Graduate Programs AY10**

<b>Department</b>	<b>Graduate Learning Goals Adopted<sup>10</sup></b>	<b>Dept. Plans’ Learning Objectives<sup>11</sup></b>	<b>Dept. Plans’ Assessment Measures</b>	<b>Dept. Plans’ Expectations</b>	<b>Dept. Plans’ Results</b>	<b>Dept. Plans’ Feedback Loop</b>
<b>Rating Scale</b>	4 goals <sup>12</sup>	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
Art	Knowledge, CT, Communication, Scholarship	Level 2	Level 2-3	Level 2	Level 2-3	Level 2-3
Communication Studies	No report	No report	No report	No report	No report	No report
English	Knowledge, CT, Communication, Scholarship	Level 3	Level 3	Level 2	Level 3	Level 3
History—M.A. or M.A. His. Admin.	Knowledge, CT, Communication, Scholarship	Level 3	M.A.--Level 2 HA—Level 2-3	M.A.—Level 2 HA—Level 3	Level 2	M.A.—Level 2 HA—Level 3
Music	Knowledge, CT, Communication, Scholarship	Level 3	Level 2	Level 2	Level 2	Level 2
<b>College Average</b>	100% Knowledge 100% CT & PS 100% Communication 100% Scholarship	20% Level 2 80% Level 3	80% Level 2 20% Level 3	80% Level 2 20% Level 3	80% Level 2 20% Level 3	60% Level 2 40% Level 3
<b>University Average</b>	96% Knowledge 83% CT & PS 88% Communication 92% Scholarship	33% Level 2 67% Level 3	16% Level 1 46% Level 2 38% Level 3	5% Level 1 70% Level 2 25% Level 3	17% Level 1 50% Level 2 33% Level 3	50% Level 2 50% Level 3

<sup>11</sup> Levels refer to all assessment plans in the department unless otherwise designated; levels refer to the primary trait analysis for departmental assessment.

<sup>12</sup> 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.