**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Programs 2017**

Department: Early Childhood, Elementary, & Middle Level Education

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.S.—Early Childhood Education | The objectives are clear and measurable; they describe student knowledge and behaviors. EC includes the following undergraduate goals: critical thinking, writing and reading, speaking, and responsible citizenship. CAA/CASL has the goal of all programs adopting all five of the undergraduate learning goals by 2016, so you may want to examine where quantitative reasoning fits into your plan. It may already be embedded into your assessment objective. |
| **How, Where, and When Assessed** | Level 3, B.S.—Early Childhood Education | You have a good set of direct and indirect measures across the curriculum to provide data points at various points in your program. SP17 was the last semester that the University administered the Watson-Glaser exam, and because of the issues with the budget, so test has been purchased to replace this assessment tool. The CLA+ will be given in AY18, but the sample size will be too small to provide data by department, so you will need to consider how to assess critical thinking at the major level. |
| **Expectations** | Level 3, B.S.—Early Childhood Education | Expectations are established for each learning objective and measure. I like how you delineate the objectives that students meet and exceed. Resources for student remediation are also available. |
| **Results** | Level 3, B.S.—Early Childhood Education | Results are clearly collected and shared with the faculty and with the students. We do not always remember to include students in the explanation and sharing of results, so that is a nice feature of your assessment plan. |
| **How Results Will be Used** | Level 3, B.S.—Early Childhood Education | Feedback loop is in place with annual retreats and regular meetings where data are shared. This is a vital program that must meet state accreditation requirements, which have changed several times in recent years. The curricular changes you describe show that you are responsive to the needs of your students, the state, and the accrediting bodies. |

While assessment should be ongoing, this program has reached the mature stages of assessment and will not need to submit an assessment plan until **June 15, 1019**.

There is a great deal of overlap in this report and the ELE report. You can combine them into one report if you like.

1. \* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association. These levels are approximations based on the information provided in the summaries. Please refer to the checklist for the Primary Traits listed for each level on the assessment web site at www.eiu.edu/~assess. [↑](#footnote-ref-1)