**Student Learning Assessment Program**

## Response to Summary Form

**Graduate Program 2017**

Department: Early Childhood, Elementary, & Middle Level Education

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, M.S. Education | The objectives for the program encompass all the learning goals established for graduate programs at EIU and are clear and measurable. There are some very detailed outcomes here, which help guide the other components of the plan. Does the content knowledge referenced in objective one connect to more specific learning outcomes described elsewhere? |
| **How, Where, and When Assessed** | Level 3, M.S. Education | Choosing to assess your students at the beginning, midpoint, and end of their program is a very sound practice, and should provide formative as well as summative assessment data. You have a rubric to assess coursework and an exit surveyyou’re your students, so you have direct and indirect measures here. You indicate that candidates completed the teacher content area test in Feb., April, and June, 2013. Was that the last time data was gathered from that test or did you just forget to update the date? |
| **Expectations** | Level 2, M.S. Education | You have completion numbers for 2013 as well as where assessed. Again, were the numbers of students updated and not the semesters or is the data from 2013? It is hard to know if the data is the most recent when the numbers of students and the semesters data were gathered are not in sync. I am assuming that the measures and expectations columns were not updated but the results column was, but please look at that for the next reporting cycle.  Since you assess students at entry and mid-point, it would be good to set expectations for those levels as well as completion standards. |
| **Results** | Level 2-3, M.S. Education | Results are collected, analyzed, and reported back to the faculty. What do your data tell you about your curriculum? You have entry, mid-point, and completion data. Do your students’ learning arcs meet your expectations? Congratulations on increasing your student enrollment and creating on-line options! We certainly can’t teach and assess learning without having students in the program. |
| **How Results Will be Used** | Level 2-3, M.S. Education | The feedback loop is in place with data being shared at the annual retreat. The collaboration with Secondary Ed sounds very promising. Part Three would be a good place to elaborate on what the data tell you about student learning and how you are using it in individual courses and throughout the curriculum as a whole. |

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)