

**Student Learning Assessment Program
Response to Summary Form
Undergraduate Programs 2005**

Department: Early Childhood, Elementary, & Middle Level Education

Category	Level*	Comments
Learning Objectives	Level 3, B.S.Ed.—Early Childhood; B.S.Ed.—Elementary Education—General & Middle School options	The objectives are clear and measurable; they describe student knowledge and behaviors.
How, Where, and When Assessed	Level 3, B.S.Ed.—Early Childhood; B.S.Ed.—Elementary Education—General & Middle School options	State examinations combined with coursework and practicum experiences should provide a wealth of direct data for this department. For objective 1 you list coursework in content areas—how is that coursework assessed? Are you using primary trait analysis? Are you referring to exams in courses? It isn't clear in this column what is actually being assessed in terms of coursework. It appears that you're using the Live Text Portfolio and PTA as the vehicle and measurement. Do you have any indirect data for these programs? Surveys? Focus groups? Part Two of the Early Childhood Report alluded to "perceptions of effectiveness," but I couldn't find that listed as a measurement.
Expectations	Level 2, B.S.Ed.—Early Childhood; B.S.Ed.—Elementary Education—General & Middle School options	Expectations consist of passing the exam. Has the department set goals for the number or percentage of students who pass these exams? You may want to elaborate on your expectations for coursework—eliminate the gpa, for example, and describe desired outcomes for the measures themselves. The gpa is admission to the School, but what does that tell you about the objectives you have established? The objectives, measures, and expectations should all fit together, but in some places they do not. Some of the information here is not about expectations but is additional measures or explains the measures in more detail.
Results	Level 2, B.S.Ed.—Early Childhood; B.S.Ed.—Elementary Education—General & Middle School options	Results (test scores) are being collected for the exams mentioned in column 2. It is not always clear what data is given for what measures.

* 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.

How Results Will be Used	Level 2, B.S.Ed.—Early Childhood; B.S.Ed.—Elementary Education—General & Middle School options	This column simply discusses the individual student’s certification and eligibility to graduate. Does the department plan to use assessment results to evaluate the program as a whole? Part Three discusses conversations that have taken place to determine uniformity in assessing student work through the Live Text portfolio system, which is good.
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