

**Student Learning Assessment Program
Response to Summary Form
Graduate Program 2005**

Department: Educational Administration

Category	Level*	Comments
Learning Objectives	Level 3, M.S. Educational Administration; Specialist in Education	Objectives are programmatic, clear, and measurable. The detail provided on the curriculum matrix is extremely comprehensive.
How, Where, and When Assessed	Level 2-3, M.S. Educational Administration; Specialist in Education	The Curriculum Guideline Matrix provides a detailed map for assessing objectives, and the planned portfolio should help organize the coursework listed for assessment purposes. In Part 2, it is mentioned that the department receives information about the program from graduates. Does the department conduct a formal survey of alumni or does this information come in more informally? The Roundtables of professionals also seems to be a good way to elicit indirect data that can speak to the program. Do you treat these roundtables like focus groups or ask them to complete surveys of some kind or just talk informally?
Expectations	Level 2, M.S. Educational Administration; Specialist in Education	Is the department using primary trait analysis to aid in consistency for using grades as the expectation? The department may want to consider how the course grade can give specific information about students' learning outcomes for the various objectives assessed through several courses. The department may want to consider adding such information to its matrix. The expectations should speak to the measures identified on the curriculum matrix.
Results	Level 2, M.S. Educational Administration; Specialist in Education	The results section should speak not only to the grades listed in the third column but also and more importantly to the measures and objectives identified on the curriculum matrix. For example, you could include passing rates from exams. Part Two really offers more in the nature of results and how they are used than the information provided here.
How Results Will be Used	Level 2-3, M.S. Educational Administration; Specialist in Education	Part Two indicates that this department is using its assessment data to improve its programs and that the data is shared among the faculty. There seems to be significant information gleaned from the assessment process in terms of gaps in the curriculum and overlapping among two courses, so it is clear that results are making an impact.

Please use the new summary form for this report's next submission. It can be found at www.eiu.edu/~assess.

* 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.