

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

Department: Special Education

<b>Category</b>	<b>Level*</b>	<b>Comments</b>
<b>Learning Objectives</b>	Level 3, Special Education, B.S.Ed.	Objectives are specific, programmatic, and measurable. They describe student behaviors and support Eastern's educational mission and conform to NCATE standards.
<b>How, Where, and When Assessed</b>	Level 3, Special Education, B.S.Ed.	What measures are you using in your capstone course? You mention that certain objectives are assessed in this course, but it isn't clear what is collected for the assessment. The portfolio contents are very thorough. Are you using Live Text for the portfolio now? The direct measures used are very impressive. Are there any indirect measures used?
<b>Expectations</b>	Level 3, Special Education, B.S.Ed.	Expectations have been established; they are specific and clear.
<b>Results</b>	Level 3, Special Education, B.S.Ed.	Results are being gathered and are analyzed. Rubrics help to make the grades meaningful across years and courses.
<b>How Results Will be Used</b>	Level 3, Special Education, B.S.Ed.	A feedback loop is in place and is working to share results and make improvements based on data.

Please use the new summary form found at [www.eiu.edu/~assess](http://www.eiu.edu/~assess) for the next submission of this report.

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