

STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM AY 2004-2005

Degree and Program Name: M.S. Ed. – Elementary Education

Submitted By: **The Department Assessment Committee: Judy Barford, Marylin Lisowski, Marie Fero, Denise Reid and Merribeth D. Bruning, Dept. Chair**

Please complete a separate worksheet for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Worksheets are due to CASA this year by **June 1**. Worksheets should be sent electronically to cskjs@eiu.edu and should also be submitted to your college dean. For information about assessment or help with your assessment plans, visit the Assessment webpage at <http://www.eiu.edu/~assess/> or contact Karla Sanders in CASA at 581-6056.

PART ONE

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
1. The graduate student will increase knowledge of research and best practice for teaching students with diverse backgrounds and needs with a global perspective through scholarly participation in courses and research.	HOW: Through coursework assessed as projects, research papers, research projects, and participation with peers in courses.	An overall GPA of 2.75 for a Required for admission to the masters program or a 3.0 after the first twelve hours of graduate work	100% of program completers met expectations	Advisors and faculty assist students through the program. Results culminate in thesis or colloquy presentation.
2. The graduate student will synthesize information from coursework and scholarly research on a self-chosen, focused topic in education using appropriate communication skills—both oral and written.	How: Masters Oral Examination or Thesis Defense with scholarly papers WHERE: Oral presentation and scholarly paper presented to a panel of graduate faculty consisting of two Department members and one faculty representative from outside the Department	*The grade is a reflection of the candidate’s performance in methods courses and research courses A grade of “C” or better is required for all coursework.	100% Met expectations ___Did not meet expectations	*To determine if the student will be eligible for graduation (Certificate of Comprehensive Knowledge) *To evaluate an individual candidate’s knowledge in a focused area of Early Childhood, Elementary, or Middle Level Education, and

	<p>WHEN: Summer 2004; Fall 2004, Spring 2005</p> <p>WHEN: At the conclusion of master's work</p>			<p>Reading</p> <p>To evaluate an individual candidate's written and oral communication skills</p> <p>To serve as a source of feedback to faculty members regarding the effectiveness of the program.</p>
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(Continue objectives as needed. Cells will expand to accommodate your text.)

PART TWO

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director's comments on last year's report or simply describe what assessment work was initiated, continued, or completed.

The Department of Early Childhood, Elementary, and Middle Level Education continues the process of Graduate Revision. The Departmental Graduate Council, the Department Curriculum Committee, and the Department have approved a proposed revision of the graduate program. This proposal will move forward through the College, COTE, and CGS during 2005-2006. Revisions are based on informal feedback, course evaluation comments, changes in requirements at the state level, updated research, and perceived needs.

PART THREE

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

The department hopes it will have much to report for the 2005-2006 assessment report based on the changes in the new revised program if it receives approval.

As a department we continue to discuss assessment from course to program. We will continue to dialogue as we implement a unit assessment system for advanced programs.