**Student Learning Assessment Program**

## Response to Summary Form

**Graduate Program 2019**

Department: Early Childhood, Elementary, & Middle Level Education

|  |  |  |
| --- | --- | --- |
| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, M.S. Curriculum & Instruction | The objectives for the program encompass all the learning goals established for graduate programs at EIU and are clear and measurable. The format here is a little hard to follow because objectives seem to be repeated and parsed out by measure rather than by objective, so the content seemed to jump around quite a bit. |
| **How, Where, and When Assessed** | Level 3, M.S. Curriculum & Instruction | 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 survey you’re giving your students, so you have direct and indirect measures here. Emailed surveys are notorious for being ignored. You might increase response rate if you can offer an incentive of some kind or embed it in a course or offer extra credit. |
| **Expectations** | Level 2-3, M.S. Curriculum & Instruction | Since you assess students at entry and mid-point, it would be good to set expectations for those levels as well as completion standards, and I realize that you plan on working on these levels in the next academic year. What you see as meeting standards is not completely clear from this report. It would be helpful to include the rubrics used and indicate the level of meeting the standards that you are seeking. |
| **Results** | Level 3, M.S. Curriculum & Instruction | Results are being collected at the beginning, midpoint, and completion of the program, which should give you solid data on student learning as it progresses through the curriculum. You have noted quite a few percentages here; are you happy with the progression your students are making? I’m a little confused by the 100% equaling 15/16; isn’t that 94%? That’s the results for several of your objectives. I’m glad that your enrollments are increasing, but that information is not directly related to assessment of student learning, which should be the focus of this particular report. Are there trends that you are watching or places where students are excelling or falling a bit short? |
| **How Results Will be Used** | Level 3, M.S. Curriculum & Instruction | The feedback loop is in place with data being shared at the annual retreat. |

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)