***STUDENT LEARNING ASSESSMENT PROGRAM***

***SUMMARY FORM***

M.S. Ed. in Curriculum and Instruction

**Degree and**

**Program Name:**

# Submitted By:

**J. Bickford, Graduate Coordinator**

**PART ONE**

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| --- | --- | --- | --- | --- |
| 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? |
| *Advanced Candidate Assessment:*  1.a. The graduate candidate demonstrates a depth of content knowledge in the discipline. | Degree seeking students are assessed by a committee of graduate faculty members using the Advanced Candidate Assessment Rubrics at three points within the program of study. **Entry Level Data** is collected upon admission to the program, **Mid-point Data** is compiled once two of the following three classes (i.e., ELE 5250, ELE 5260 and/or ELE/MLE 5270) have been completed, and **Completion Data** is obtained from the faculty members serving on the Applied/ Action Research **or** Thesis Committee. | Upon completion of the program 100% of the graduate candidates are expected to meet or exceed expectations for each of the Graduate Standards. (NOTE: Graduate students who are “proficient” at entry and/or mid-point are considered to be meeting the standard in question.)  The completion data reported in the next column (Spring 2017, Summer 2016 and Fall 2016) includes results for:  Action Research = 12  Thesis = 1  TOTAL = 13 | **Entry Data**  Unacceptable 0 % 0/03  Developing 100% 3/03  Proficient 0 % 0/03  No Basis 0% 0/03 | **Entry Level** and **Mid-point Data** are compiled by standing committees consisting of members of the graduate faculty, while  **Completion Data** is obtained from the faculty members serving on the Applied/ Action Research or Thesis Committees.    The Graduate Coordinator and Graduate Assessment Committee coordinate data collection efforts and provide a summary report that is shared with the graduate faculty at the annual departmental retreat. |
| **Mid-point Data**  Unacceptable 0% 0/12  Developing 58% 7 /12  Proficient 42% 5/12  No Basis 0% 0/12 |
| **Completion Data**  Does Not Meet 0% 0/15  Meets 13% 2/15  Exceeds 87% 13/15  No Basis 0% 0/15  **Upon completion of the program 100% (15/15) of the graduate candidates met or exceeded expectations for Standard 1.a.** |
| *Advanced Candidate Assessment:*  1.b. The graduate candidate demonstrates effective use of technology as appropriate. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/03  Developing 100% 3/03  Proficient 0 % 0/03  No Basis 0% 0/03 | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/12  Developing 75% 7 /12  Proficient 25% 3/12  No Basis 0% 0/12 |
| **Completion Data**  Does Not Meet 0% 0/15  Meets 13% 2/15  Exceeds 87% 13/15  No Basis 0% 0/15  **Upon completion of the program 100% (15/15) of the graduate candidates met or exceeded expectations for Standard 1.b.** |
| *Advanced Candidate Assessment:*  1.c. The graduate candidate demonstrates the ability to apply content knowledge to practice. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/03  Developing 100% 3/03  Proficient 0 % 0/03  No Basis 0% 0/03 | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/12  Developing 100% 12 /12  Proficient 0% 0/12  No Basis 0% 0/12 |
| **Completion Data**  Does Not Meet 0% 0/15  Meets 7% 1/15  Exceeds 93% 14/15  No Basis 0% 0/15  **Upon completion of the program 100% (15/15) of the graduate candidates met or exceeded expectations for Standard 1.c.** |
| *Advanced Candidate Assessment:*  1.d. The graduate candidate demonstrates an understanding and respect for professional ethics in the discipline. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/03  Developing 33% 1/03  Proficient 67 % 2/03  No Basis 0% 0/03 | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/12  Developing 58% 7 /12  Proficient 42% 5/12  No Basis 0% 0/12 |
| **Completion Data**  Does Not Meet 0% 0/15  Meets 13% 2/15  Exceeds 87% 13/15  No Basis 0% 0/15  **Upon completion of the program 100% (15/15) of the graduate candidates met or exceeded expectations for Standard 1.d.** |
| *Advanced Candidate Assessment:*  1.e. The graduate candidate demonstrates a respect for the professional environment through their honesty, integrity, and professionalism. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/03  Developing 100% 3/03  Proficient 0 % 0/03  No Basis 0% 0/03 | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/12  Developing 50% 6 /12  Proficient 50% 6/12  No Basis 0% 0/12 |
| **Completion Data**  Does Not Meet 0% 0/15  Meets 33% 5/15  Exceeds 67% 10/15  No Basis 0% 0/15  **Upon completion of the program 100% (15/15) of the graduate candidates met or exceeded expectations for Standard 1.e.** |
| *Advanced Candidate Assessment:*  2.b. The graduate candidate demonstrates the ability to effectively evaluate situations and identify an appropriate course of action. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/03  Developing 100% 3/03  Proficient 0 % 0/03  No Basis 0% 0/03 | (Same as above.) |
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| **Mid-point Data**  Unacceptable 0% 0/12  Developing 50% 6 /12  Proficient 50% 6/12  No Basis 0% 0/12 |
| **Completion Data**  Does Not Meet 0% 0/15  Meets 13% 2/15  Exceeds 87% 13/15  No Basis 0% 0/15  **Upon completion of the program 100% (15/15) of the graduate candidates met or exceeded expectations for Standard 2.b.** |
| *Advanced Candidate Assessment:*  3.a. The graduate candidate demonstrates effective oral communication skills. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/03  Developing 67% 2/03  Proficient 33 % 1/03  No Basis 0% 0/03 | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/12  Developing 83% 10/12  Proficient 17% 2/12  No Basis 0% 0/12 |
| **Completion Data**  Does Not Meet 0% 0/15  Meets 33% 5/15  Exceeds 67% 10/15  No Basis 0% 0/15  **Upon completion of the program 100% (15/15) of the graduate candidates met or exceeded expectations for Standard 3.a.** |
| *Advanced Candidate Assessment:*  3.b. The graduate candidate demonstrates effective written communication skills. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/03  Developing 100% 3/03  Proficient 0 % 0/03  No Basis 0% 0/03 | (Same as above.) |
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| **Mid-point Data**  Unacceptable 0% 0/12  Developing 50% 6 /12  Proficient 50% 6/12  No Basis 0% 0/12 |
| **Completion Data**  Does Not Meet 0% 0/15  Meets 33% 5/15  Exceeds 67% 10/15  No Basis 0% 0/15  **Upon completion of the program 100% (15/15) of the graduate candidates met or exceeded expectations for Standard 3.b.** |
| *Advanced Candidate Assessment:*  3.c. The graduate candidate demonstrates effective, fair, and honest communication considering not only the message but also the audience. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/03  Developing 100% 3/03  Proficient 0 % 0/03  No Basis 0% 0/03 | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/12  Developing 42% 5 /12  Proficient 58% 7/12  No Basis 0% 0/12 |
| **Completion Data**  Does Not Meet 0% 0/15  Meets 33% 5/15  Exceeds 67% 10/15  No Basis 0% 0/15  **Upon completion of the program 100% (15/15) of the graduate candidates met or exceeded expectations for Standard 3.c.** |
| *Advanced Candidate Assessment:*  4.a. The graduate candidate demonstrates an understanding of the role of research in the discipline. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/03  Developing 100% 3/03  Proficient 0 % 0/03  No Basis 0% 0/03 | (Same as above.) |
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| **Mid-point Data**  Unacceptable 0% 0/12  Developing 100% 12 /12  Proficient 0% 0/12  No Basis 0% 0/12 |
| **Completion Data**  Does Not Meet 0% 0/15  Meets 33% 5/15  Exceeds 67% 10/15  No Basis 0% 0/15  **Upon completion of the program 100% (15/15) of the graduate candidates met or exceeded expectations for Standard 4.a.** |
| *Advanced Candidate Assessment:*  4.b. The graduate candidate demonstrates the ability to conduct research and apply it to practice. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/03  Developing 100% 3/03  Proficient 0 % 0/03  No Basis 0% 0/03 | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/12  Developing 50% 6 /12  Proficient 50% 6/12  No Basis 0% 0/12 |
| **Completion Data**  Does Not Meet 0% 0/15  Meets 7% 1/15  Exceeds 93% 14/15  No Basis 0% 0/15  **Upon completion of the program 100% (15/15) of the graduate candidates met or exceeded expectations for Standard 4.b.** |
| *Advanced Candidate Assessment:*  5.a. The graduate candidate demonstrates an understanding of individual differences in clientele. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/03  Developing 100% 3/03  Proficient 0 % 0/03  No Basis 0% 0/03 | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/12  Developing 83% 10/12  Proficient 17% 2/12  No Basis 0% 0/12 |
| **Completion Data**  Does Not Meet 0% 0/15  Meets 13% 2/15  Exceeds 87% 13/15  No Basis 0% 0/15  **Upon completion of the program 100% (15/15) of the graduate candidates met or exceeded expectations for Standard 5.a.** |
| *Advanced Candidate Assessment:*  5.b. The graduate candidate demonstrates a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/03  Developing 100% 3/03  Proficient 0 % 0/03  No Basis 0% 0/03 | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/12  Developing 50% 6 /12  Proficient 50% 6/12  No Basis 0% 0/12 |
| **Completion Data**  Does Not Meet 0% 0/15  Meets 40% 6/15  Exceeds 60% 9/15  No Basis 0% 0/15  **Upon completion of the program 100% (15/15) of the graduate candidates met or exceeded expectations for Standard 5.b.** |
| *Advanced Candidate Assessment:*  5.c. The graduate candidate demonstrates a respect for individual differences through the use of rich and varied approaches. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/03  Developing 100% 3/03  Proficient 0 % 0/03  No Basis 0% 0/03 | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/12  Developing 100% 12 /12  Proficient 0% 0/12  No Basis 0% 0/12 |
| **Completion Data**  Does Not Meet 0% 0/15  Meets 73% 11/15  Exceeds 27% 4/15  No Basis 0% 0/15  **Upon completion of the program 100% (15/15) of the graduate candidates met or exceeded expectations for Standard 5.c.** |
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| *Advanced Candidate Assessment:*  6.a. The graduate candidate demonstrates the ability to collaborate with other professionals to promote the success of their clientele. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/03  Developing 100% 3/03  Proficient 0 % 0/03  No Basis 0% 0/03 | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/12  Developing 33% 4 /12  Proficient 67% 8/12  No Basis 0% 0/12 |
| **Completion Data**  Does Not Meet 0% 0/15  Meets 20% 3/15  Exceeds 80% 12/15  No Basis 0% 0/15  **Upon completion of the program 100% (15/15) of the graduate candidates met or exceeded expectations for Standard 6.a.** |
| *Advanced Candidate Assessment:*  6.b. The graduate candidate demonstrates the ability to effectively work with the community to promote the success of their clientele. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/03  Developing 100% 3/03  Proficient 0 % 0/03  No Basis 0% 0/03  - - - - - - - - - - - - - - - - - - - - - - | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/12  Developing 50% 6 /12  Proficient 50% 6/12  No Basis 0% 0/12- - - - - - - - - - - - - - - - - - - - - -  **Completion Data**  Does Not Meet 0% 0/15  Meets 20% 3/15  Exceeds 80% 12/15  No Basis 0% 0/15  **Upon completion of the program 100% (15/15) of the graduate candidates met or exceeded expectations for Standard 6.b.** |
| *Advanced Candidate Assessment*  *(Departmental Item):*  2.a. The graduate candidate demonstrates an ability to provide evidence of critical thinking and problem solving. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/03  Developing 100% 3/03  Proficient 0 % 0/03  No Basis 0% 0/03  - - - - - - - - - - - - - - - - - - - - - -  **Mid-point Data**  Unacceptable 0% 0/12  Developing 58% 7/12  Proficient 42% 5/12  No Basis 0% 0/12  - - - - - - - - - - - - - - - - - - - - - -  **Completion Data**  Does Not Meet 0% 0/15  Meets 13% 2/15  Exceeds 87% 13/15  No Basis 0% 0/15  **Upon completion of the program 100% (15/15) of the graduate candidates met or exceeded expectations for Standard 2.a.** | (Same as above.) |
| *Advanced Candidate Assessment*  *(Departmental Item):*  5.d. The graduate candidate demonstrates an ability to provide evidence of differentiation of curricula. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/03  Developing 100% 3/03  Proficient 0 % 0/03  No Basis 0% 0/03  - - - - - - - - - - - - - - - - - - - - - -  **Mid-point Data**  Unacceptable 0% 0/12  Developing 83% 10/12  Proficient 17% 2/12  No Basis 0% 0/12- - - - - - - - - - - - - - - - - - - - - -  **Completion Data**  Does Not Meet 0% 0/15  Meets 13% 2/15  Exceeds 87% 13/15  No Basis 0% 0/15  **Upon completion of the program 100% (15/15) of the graduate candidates met or exceeded expectations for Standard 5.d.** | (Same as above.) |
| *Advanced Candidate Assessment*  *(Departmental Item):*  5.e. The graduate candidate demonstrates an ability to provide evidence of inquiry based instruction. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/03  Developing 100% 3/03  Proficient 0 % 0/03  No Basis 0% 0/03  - - - - - - - - - - - - - - - - - - - - - - | (Same as above.) |
| **Mid-point Data**  Unacceptable 0% 0/12  Developing 50% 6 /12  Proficient 50% 6/12  No Basis 0% 0/12  - - - - - - - - - - - - - - - - - - - - - -  **Completion Data**  Does Not Meet 0% 0/15  Meets 27% 4/15  Exceeds 73% 11/15  No Basis 0% 0/15  **Upon completion of the program 100% (15/15) of the graduate candidates met or exceeded expectations for Standard 5.e.** |
| *Advanced Candidate Assessment*  *(Departmental Item):*  5.f. The graduate candidate demonstrates an ability to engage in reflective practice. | (Same as above.) | (Same as above.) | **Entry Data**  Unacceptable 0 % 0/03  Developing 100% 3/03  Proficient 0 % 0/03  No Basis 0% 0/03  - - - - - - - - - - - - - - - - - - - - - -  **Mid-point Data**  Unacceptable 0% 0/12  Developing 92% 11/12  Proficient 8% 1/12  No Basis 0% 0/12  - - - - - - - - - - - - - - - - - - - - - -  **Completion Data**  Does Not Meet 0% 0/15  Meets 27% 4/15  Exceeds 73% 11/15  No Basis 0% 0/15  **Upon completion of the program 100% (15/15) of the graduate candidates met or exceeded expectations for Standard 5.f.** | (Same as above.) |
| Reading Teacher Content Area Standards - Please refer to the Reading Teacher Standards provided below for a complete listing of the learning objectives assessed by the State test (i.e., Reading Teacher Survey 1A-5D). | Candidates completed the Reading Teacher Content Area Test (#177) through the Illinois Licensure Testing System (ILTS)  . | Candidates who are pursuing reading as their area of emphasis within the program must pass the Reading Teacher Content Area Test (#177) in order to qualify for the Reading Teacher Endorsement in Illinois. | **Passed Failed**  **EIU 9 (100%) 0 (0%)**  **State 102 (91%) 13 (9%)** | The candidates’ scores are reported by ILTS to the Associate Dean’s office in CEPS that in turn provides the information to the department chair, graduate coordinator, and reading faculty members. |
| *M.S. in Education Survey:*  1.a. Extending depth of content knowledge in the discipline | During the final semester of the graduate program, candidates are sent (via e-mail) the M.S. in Elementary Education Graduate Survey that asks them to indicate the degree to which the program has met their needs as professional educators for advancement and growth in regard to the graduate standards at EIU. | Upon completion of the program 90% or more of the graduate candidates are expected to self-report ratings of “meets” or “exceeds” in regard to the items on the M.S. in Elementary Education Graduate Survey.  NOTE: Data for 4 graduate students is reported in the next column. A total of 24 students were surveyed (i.e. Response Rate = 17%).  Please refer to the attachment in order to review student comments. | **Does Not Meet: 0/4 (0%)**  **Meets/Exceeds: 4/4 (100%)** | The Graduate Coordinator and Graduate Assessment Committee coordinate data collection efforts and provide a summary report that is shared with the graduate faculty at the annual departmental retreat. Carrie Gossett in the Office of Academic Assessment and Testing provides assistance with the actual survey distribution and tabulation of the data. |
| *M.S. in Education Survey:*  1.b. Effectively using technology | (Same as above.) | (Same as above.) | **Does Not Meet: 0/4 (0%)**  **Meets/Exceeds: 4/4 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  1.c. Applying content knowledge to practice | (Same as above.) | (Same as above.) | **Does Not Meet: 0/4 (0%)**  **Meets/Exceeds: 4/4 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  1.d. Understanding professional ethics in the discipline | (Same as above.) | (Same as above.) | **Does Not Meet: 0/4 (0%)**  **Meets/Exceeds: 4/4 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  1.e. Exhibiting honesty, integrity, & professionalism | (Same as above.) | (Same as above.) | **Does Not Meet: 0/4 (0%)**  **Meets/Exceeds: 4/4 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  2.a. Engaging in critical thinking and problem solving | (Same as above.) | (Same as above.) | **Does Not Meet: 0/4 (0%)**  **Meets/Exceeds: 4/4 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  2.b. Evaluating situations to identify an appropriate course of action | (Same as above.) | (Same as above.) | **Does Not Meet: 0/4 (0%)**  **Meets/Exceeds: 4/4 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  3.a. Employing effective oral communication skills | (Same as above.) | (Same as above.) | **Does Not Meet: 0/4 (0%)**  **Meets/Exceeds: 4/4 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  3.b. Employing effective written communication skills | (Same as above.) | (Same as above.) | **Does Not Meet: 0/4 (0%)**  **Meets/Exceeds: 4/4 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  3.c. Utilizing effective, fair, and honest communication | (Same as above.) | (Same as above.) | **Does Not Meet: 0/4 (0%)**  **Meets/Exceeds: 4/4 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  4.a. Understanding the role of research in the discipline | (Same as above.) | (Same as above.) | **Does Not Meet: 0/4 (0%)**  **Meets/Exceeds: 4/4 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  4.b. Conducting research and applying it to practice | (Same as above.) | (Same as above.) | **Does Not Meet: 0/4 (0%)**  **Meets/Exceeds: 4/4 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  5.a. Understanding individual differences in students | (Same as above.) | (Same as above.) | **Does Not Meet: 0/4 (0%)**  **Meets/Exceeds: 4/4 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  5.b. Fostering a supportive and encouraging atmosphere in the workplace | (Same as above.) | (Same as above.) | **Does Not Meet: 0/4 (0%)**  **Meets/Exceeds: 4/4 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  5.c. Using rich and varied approaches | (Same as above.) | (Same as above.) | **Does Not Meet: 0/4 (0%)**  **Meets/Exceeds: 4/4 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  5.d. Providing for the differentiation of curricula | (Same as above.) | (Same as above.) | **Does Not Meet: 0/4 (0%)**  **Meets/Exceeds: 4/4 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  5.e. Employing inquiry based instruction | (Same as above.) | (Same as above.) | **Does Not Meet: 0/4 (0%)**  **Meets/Exceeds: 4/4 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  5.f. Engaging in reflective practice | (Same as above.) | (Same as above.) | **Does Not Meet: 0/4 (0%)**  **Meets/Exceeds: 4/4 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  6.a. Collaborating with other professionals | (Same as above.) | (Same as above.) | **Does Not Meet: 0/4 (0%)**  **Meets/Exceeds: 4/4 (100%)** | (Same as above.) |
| *M.S. in Education Survey:*  6.b. Working with the community to promote the success of students | (Same as above.) | (Same as above.) | **Does Not Meet: 0/4 (0%)**  **Meets/Exceeds: 4/4 (100%)** | (Same as above.) |
| *Reading Teacher Survey:*  1.1. The competent reading teacher knows theoretical models and philosophies of reading education and their relevance to instruction. | Candidates who have completed the Graduate Reading Practicum (ELE 5620) are sent the Reading Teacher Survey via e-mail at the close of the semester. | Upon completion of ELE 5620 90% or more of the candidates are expected to report ratings of “adequate” or “strong preparation” in regard to the Reading Teacher Standards.  **NOTE: Data for 0 graduate students is reported in the next column. A total of 9 students were surveyed (i.e. Response Rate = 0%).**  Please refer to the attachment in order to review student comments. | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | The Graduate Coordinator and Graduate Assessment Committee coordinate data collection efforts and provide a summary report that is shared with the faculty members who teach reading classes. Carrie Gossett in the Office of Academic Assessment and Testing provides assistance with the actual survey distribution and tabulation of the data. |
| *Reading Teacher Survey:*  1.2. The competent reading teacher knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  1.3. The competent reading teacher knows the history of reading instruction and its relevance to current theory and practice. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  1.4. The competent reading teacher is aware of trends, controversies, and issues in reading education. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  1.5. The competent reading teacher understands the construction and psychometric properties of classroom reading tests, including the State assessment. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  1.6. The competent reading teacher understands, respects, and values cultural, linguistic, and ethic diversity and knows how these differences can influence learning to read. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  1.7. The competent reading teacher understands the differences between reading skills and strategies and the role each plays in reading development. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  1.8. The competent reading teacher knows a wide range of quality literature for students. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  1.9. The competent reading teacher adjusts reading instruction to meet the needs of diverse learners (e.g., gifted students, students with limited English proficiency), as well as those who speak non-standard dialects. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  1.10. The competent reading teacher locates, evaluates, and uses literature for readers of all abilities and ages. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  1.11. The competent reading teacher uses various tools to estimate the readability of texts. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  1.12. The competent reading teacher uses technology to support reading and writing instruction. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.1. The competent reading teacher understands models of reading diagnosis that include students’ proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self monitoring, and motivation. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.2. The competent reading teacher understands models of reading disabilities used in special education. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.3. The competent reading teacher knows a wide variety of informal and formal assessments of reading, writing, spelling and oral language. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.4. The competent reading teacher understands the uses and limitations of informal and formal assessments. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.5E. The competent reading teacher is aware of a variety of individualized and group instructional interventions or programs for students with reading problems. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.6. The competent reading teacher knows models of and procedures for providing reading diagnosis and educational services to students with reading problems. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.7. The competent reading teacher screens classes to identify students in need of more thorough reading diagnosis. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.8. The competent reading teacher determines strengths and needs of individual students in the areas of reading, writing, and spelling. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.9. The competent reading teacher determines students’ reading levels (independent, instructional, frustrational). | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.10. The competent reading teacher gathers and interprets information for diagnosis of the reading problems of individual students. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.11. The competent reading teacher develops individual educational plans for students with severe learning problems related to literacy. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.12. The competent reading teacher interprets and explains diagnostic information for classroom teachers, parents, and other specialists to assist them in planning instructional programs. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.13. The competent reading teacher develops case study reports of students with reading problems. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  2.14. The competent reading teacher designs, implements, and evaluates appropriate reading programs for small groups and individuals. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  3.1. The competent reading teacher knows State and national educational standards that are relevant to reading education. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  3.2. The competent reading teacher knows exemplary programs and practices in reading education. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  3.3. The competent reading teacher is aware of guidelines for the evaluation of curriculum material and instructional technology. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  3.4. The competent reading teacher participates in development and implementation of school improvement plans. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  3.5. The competent reading teacher participates in and facilitates reading curriculum design, revision, and implementation efforts. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  3.6. The competent reading teacher participates in the evaluation and selection of instructional materials, including textbooks, tradebooks, materials for students with special needs, and technology. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  3.7. The competent reading teacher guides and trains paraprofessionals, tutors, and volunteers. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  4.1. The competent reading teacher understands the value of community support for school reading programs. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  4.2. The competent reading teacher communicates effectively about reading to the general public. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  4.3. The competent reading teacher facilitates home-school connections and parental participation in school reading programs. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  5.1. The competent reading teacher is aware of and adheres to ethical standards of professional conduct in reading education. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  5.2. The competent reading teacher reflects on teaching practices and conducts self-evaluation. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  5.3. The competent reading teacher stays current with developments in reading education and literature for children and adolescents by reading professional journals  and other publications and by attending professional conferences. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |
| *Reading Teacher Survey:*  5.4. The competent reading teacher participates in local, State, or national professional organizations in reading education. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/9 (0%)**  **Adequate /Strong**  **Preparation: 0/9 (0%)** | (Same as above.) |

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| --- | --- | --- | --- | --- |
| *ESL Teacher Survey:*  1. understands the spectrum of student diversity as related to English language learners (ELL and the assets that each student brings to learning across the curriculum). | Candidates who have completed the Graduate ESL Certification are sent the Survey via e-mail at the close of the semester. | Upon completion of the program 90% or more of the candidates are expected to report ratings of “adequate” or “strong preparation” in regard to the ESL Standards.  NOTE: Data for 2 graduate students is reported in the next column. A total of 9 students were surveyed (i.e. Response Rate = 22%).  Please refer to the attachment in order to review student comments. | **Inadequate**  **Preparation: 0/2 (0%)**  **Adequate /Strong**  **Preparation: 2/2 (100%)** | The Graduate Coordinator and Graduate Assessment Committee coordinate data collection efforts and provide a summary report that is shared with the faculty members who teach reading classes. Carrie Gossett in the Office of Academic Assessment and Testing provides assistance with the actual survey distribution and tabulation of the data. |
| *ESL Teacher Survey:*  2. understands how teaching and student learning are influenced by linguistic development past experiences, talents, prior knowledge, economic circumstances and diversity within the community | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/2 (0%)**  **Adequate /Strong**  **Preparation: 2/2 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  3. understands the impact of linguistic and cultural diversity on learning and communication. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/2 (0%)**  **Adequate /Strong**  **Preparation: 2/2 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  4. differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of language development and to students with diverse learning needs. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/2 (0%)**  **Adequate /Strong**  **Preparation: 2/2 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  5. uses information about students’ individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/2 (0%)**  **Adequate /Strong**  **Preparation: 2/2 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  6. understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/2 (0%)**  **Adequate /Strong**  **Preparation: 2/2 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  7. understands cultural and linguistic, differences, and considers the needs of each student when planning instruction. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/2 (0%)**  **Adequate /Strong**  **Preparation: 2/2 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  8. analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/2 (0%)**  **Adequate /Strong**  **Preparation: 2/2 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  9. knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics and varying levels of language proficiency. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/2 (0%)**  **Adequate /Strong**  **Preparation: 2/2 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  10. uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of language proficiencies and experiences. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/2 (0%)**  **Adequate /Strong**  **Preparation: 2/2 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  11. uses student data to adapt the curriculum and implement instructional strategies and materials according to the language proficiency of each ELL student | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/2 (0%)**  **Adequate /Strong**  **Preparation: 2/2 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  12. understands communication theory, language development, and the role of language in learning. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/2 (0%)**  **Adequate /Strong**  **Preparation: 2/2 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  13. selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (especially ELLs, and struggling and advanced readers). | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/2 (0%)**  **Adequate /Strong**  **Preparation: 2/2 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  14. knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for ELL student populations | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/2 (0%)**  **Adequate /Strong**  **Preparation: 2/2 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  15. uses various types of assessment procedures appropriately, including making accommodations for ELL students in specific contexts. | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/2 (0%)**  **Adequate /Strong**  **Preparation: 2/2 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  16. uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of ELL students | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/2 (0%)**  **Adequate /Strong**  **Preparation: 2/2 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  17. understands the benefits, barriers, and techniques involved in parent and family collaborations with ELL students | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/2 (0%)**  **Adequate /Strong**  **Preparation: 2/2 (100%)** | (Same as above.) |
| *ESL Teacher Survey:*  18.proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom | (Same as above.) | (Same as above.) | **Inadequate**  **Preparation: 0/2 (0%)**  **Adequate /Strong**  **Preparation: 2/2 (100%)** | (Same as above.) |

**PART TWO**

Describe 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. **Assessment Accomplishments:**

* **After recognizing our demonstrable decrease in graduate student enrollment (as low as 26 in Spring 2017), we have rectified the problem by taking the following steps**
  + Our MSED Elementary went online starting Summer 2017
  + Our MSED Elem combined with Master Teacher Master’s program (Secondary Educ & Foundations) to become MSED Curriculum and Instruction, which makes it more marketable because
    - It is a pre-K through 12th degree
    - It has options for
      * ESL certification (see below)
      * Reading certification (see below)
      * Middle Level certification (see below)
      * Curriculum Leadership (see below)
  + Our Reading Certification transitioned to fully online by Spring 2018
  + Our ESL program transitioned to fully online by Summer 2018
  + We have developed a Middle Level emphasis, which will open in Fall 2018
  + Our Curriculum Leadership option has partnerships with various other graduate and online programs (History, English, Political Science) to provide teachers with enviable choices to modify their program to fit their needs and wants.
  + We have developed a rigorous social media marketing campaign. We are active on Twitter, Facebook, and Instagram. We range from 5 to 15 posts every week. On Twitter, we have almost 500 followers. On Facebook, we have almost 2,000 followers and our FB page’s *reach* will soon exceed 250,000 *organic* users (*reach* is FB jargon for *appearing in newsfeed* and *organic* is FB jargon original, new users). Such information is not possible on Instagram.
  + We have engaged in a frequent email marketing campaign by emailing the more than 5,000 Illinois principals and superintendents throughout the state and engaging 70,000 Illinois public school teachers. (These emails were sent once and only once so as to not pester.)
  + With a combination of diverse marketing, we went from 26 MSED and certification students in Spring 17 to over 50 new MSED and certification students in the fall to almost 100 MSED and certification students Spring 2018.
  + We expect to exceed 200 MSED and certification students and, to date, *only two students have been provisionally admitted* and almost two-dozen are starting their second master’s degree!
* **Our graduate faculty and graduate students have had some impressive accomplishments.** 
  + We had six students complete a thesis in the past year and have nearly two-dozen working towards completion, both of which appear to be our highest numbers.
  + We published the seventh issue (Volume VII) of *Research in Action*, an online research journal that demonstrates our local commitment to the global academic community by preparing quality teachers and teacher-researchers (Fall 2017). <http://eiu.edu/researchinaction/index.php>
  + For the third year, one of our thesis students has won the CEPS Thesis award **(Lauren Covington)**
  + **Jessica Hanna won** *King-Mertz Award of Excellence* for ***College of Education and Professional Studies*.**
  + **Charity Huwe won** *ELE Distinguished Graduate Student Award* (MSED) for ***College of Education and Professional Studies*.**
  + **Charity Huwe** also won a $10,000 scholarship from Golden Key International Honour Society for her research, service, and outreach.
  + **Alyson Thompson, Amy Minor,** and **Lieren Schuette** (separately) published articles in peer-reviewed journals that originated from thesis work at EIU
  + **Charity Huwe, Andrew Laird,** and **Razak Dwomoh** (separately) presented research at state or national conferences.
  + **Dr. Okrasinski** and **Dr. Bickford** shared the Graduate School Leadership Award
  + **Dr. Bickford** won the Ranes Award for faculty mentoring
* **Responses to CASA Director’s Comments** 
  + **Noted in “Expectations, Level 2”, “Were the numbers of students updated and not the semesters or is the data from 2013?”:** It is my fault alone that 2013 was used within the last year’s report. In my first year as graduate coordinator, I was using a previously-submitted report for formatting purposes but with 2015-2016 data. In error, I did not change the year from 2013. As such, this report reflects 2016-2017 data.
  + **Noted in “Expectations, Level 2”, “Since you assess students at entry and mid-point, it would be good to set expectations for those levels as well as completion standards.”** We will have established standards by completion of Fall, 2018.
  + **Noted in “Results, Level 2-3”, “Results are collected, analyzed, and reported back to the faculty. What do your data tell you about your curriculum? You have entry, mid-point, and completion data. Do your students’ learning arcs meet your expectations?**”
    - The biggest thing our data tell us is that we need more student feedback *after* they’ve completed the program. With less than ¼ of students polled responding, we cannot get an accurate reading. At the same time, we recognize that students’ perceptions are not the only measure. We are very proud of our students’ accomplishments, which are both impressive (100% pass rates on Reading Certification test every year for almost a decade) and increasing (more and more students completing, publishing, and presenting research that originates from thesis).
    - Yes, our students’ learning arcs meet our expectations. However, we suspect changes will emerge. Previously, our program has generally admitted students with little or no graduate coursework. Because we are online, we have a wider pool. We have admitted international and out-of-state students and also students *with graduate degrees*. About 1/4 to 1/3 of our newly-admitted students have already completed one master’s degree. We expect to see conspicuously higher entry, midpoint, and exit data because of this. This compels our need to standardize expectations.

**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?

* **Noted in “How Results Will be Used, Level 2-3”, “Part Three would be a good place to elaborate on what the data tell you about student learning and how you are using it in individual courses and throughout the curriculum as a whole?**”
  + We recognize we will have to respond to upcoming changes. There will be a massive amount of students in different phases of the program. As such, Dr. Okrasinski (dept chair) and I meet weekly to organize and adjust things like
    - Advising. We went from various advisors to a central advisor (Jeff Duck).
    - Course offerings in upcoming semesters. With Mr. Duck’s assistance, we can flow chart patterns of students’ needs and interests for upcoming semesters and adjust accordingly. Previously, we rarely changed offerings. Now, we are proactive and quite flexible.
    - Preparation for mixed programs. Secondary teachers who are interested in teaching dual credit high school courses, must have no less than six classes (18hrs) in education and six classes (18hrs) in their content area. English, in spring 2018, opened classes for our students. English will continue to do so and history, political science, and various other online graduate programs are interested.
    - Anecdotally, and from communication that originated in marketing emails, we recognized the need for online ESL and online Middle Level. Both will be opened this coming year.
    - Differentiated limits or caps in course enrollments. Faculty-led discussions have established course limits that will prevent the professor unnecessary burden.
      * Research-heavy (5250, 5200, 5900, 5950) courses are limited to 12 students per semester
      * Typical courses are limited to 20 students per semester
      * Certain courses (special topics, 5150, 5110) that are summer offerings or are marketed to entice potential graduate students are open for up to 25 students per semester