**Student Learning Assessment Program**

## Response to Summary Form

**Graduate Program 2017**

Department: Educational Administration

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, M.S., Educational Leadership | Objectives are programmatic, clear, and measurable. Each of the graduate learning goals established by CGS has been incorporated into the objectives. |
| **How, Where, and When Assessed** | Level 3, M.S., Educational Leadership | Assessment measures are embedded in the coursework as well as provided through the state examination; they are direct and indirect measures. Course grades do not provide specific information about particular objectives and may vary from faculty member to faculty member, so they are not the best measure of learning outcomes unless you can list exactly what the grade means for each learning objective. And, it appears that you have been able to do that with your 2 courses and the content objectives. Measures are given throughout the curriculum and at the end, so that shows multiple times of collection. |
| **Expectations** | Level 3, M.S., Educational Leadership | Expectations appear to be in place for each measure and follow state and NCATE guidelines. |
| **Results** | Level 3, M.S., Educational Leadership | Results are being used to improve learning and to assure accreditation for the program by specialized accrediting bodies. Student feedback is also taken into consideration and changes to the coursework have been made as a result. |
| **How Results Will be Used** | Level 3, M.S., Educational Leadership | A feedback loop is in place with faculty sharing data and making recommendations for students not meeting expectations after each semester. Assessment is clearly part of the everyday work of this department. |

While assessment should be on-going, your next assessment summary will be due **June 15, 2019**.

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)