**Student Learning Assessment Program**

## Response to Summary Form

**Graduate Program 2018**

Department: Educational Leadership

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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. Normally course grades are not the best measure of student achievement, but with this program and its objectives, they make sense to meet your accrediting standards, and you have assured that the coursework, objectives, and grading scales align. 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, but it would be helpful to include the scoring guide referenced for the sake of clarity; you offer the standards, but not the scale used for assessment. |
| **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. Changes have been made to address student concerns related to preparation for school finance and disability laws. The real-world applications are important; I look forward to hearing how you increase these aspects of your program. |
| **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, 2020**.

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)