**Student Learning Assessment Program**

## Response to Summary Form

**Graduate Program 2018**

Department: Early Childhood, Elementary, & Middle Level Education

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| **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. There are some very detailed outcomes here, which help guide the other components of the plan. Does the content knowledge referenced in objective one connect to more specific learning outcomes described elsewhere? |
| **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. You mention that you would like to see an increase in the return rate for your survey. One thing you might do is give it at the mid-point and ask your faculty to prompt students to take it and advise them that you will ask them again at the end of the program. Sometimes the requests of faculty members can help with survey completion. You could also try to embed it in a course. Alternately, you could try to send the survey before the close of the semester to see if that helps with return rate. |
| **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 collected, analyzed, and reported back to the faculty. What do your data tell you about your curriculum? A lot of your analysis concerns what you have learned about the program you are offering and meeting the enrollment needs of students, which is all very important, but not as directly related to student learning outcomes as it could be. |
| **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. |

Congratulations on growing your program enrollment!

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)