

# **Master of Science in Education: Elementary Education First Choice Program Review**

***September 17, 2013***

***Dr. Joy Russell, Department Chair***

***Dr. Linda Reven, Graduate Coordinator***

***Department Graduate Assessment Committee***

***Dr. John Bickford III***

***Dr. Sham'ah Md-Yunus***

**Documentation Website:**

***<http://www.eiu.edu/elegrad/reports/FirstChoiceReports.php>***



### Criterion 1

**The program documents sustained achievements in strengthening the quality, diversity, and internationalization of the University's student body by attracting candidates who have the potential for academic and professional achievement and who complete degrees and succeed as alumni.**

**Enrollment Management (Recruitment Plan):** The MSED program is designed to meet the regional needs of the profession. The program offers evening and weekend classes to address the needs of currently employed certified professionals, which best characterizes the typical student within the program. The program also mentors non-certified candidates and offers opportunities to pursue both a teaching certificate and master's degree. The MSED program recruits diverse, well-qualified students using engaging technology and diligent networking. Technological tools include the graduate website that was updated in 2012 (<http://www.eiu.edu/elegrad/>), an on-line journal [*Research in Action*] (<http://eiu.edu/researchinaction/index.php>) to inform prospective students and alumni of student research and creative activity within the program, and an Integrative Graduate Mentoring-EIU video (<http://www.youtube.com/watch?v=pWazZY3dIY8>) to expose current undergraduate students to the potential for graduate study within the field.

The networking includes establishment of specific roles focused on the graduate program (specifically, an on-campus graduate coordinator and an off-campus graduate cohort liaison), faculty interactions during professional conferences, a visible presence at and communication with prospective students during the Graduate School Information Day, brochure distribution to prospective students during off-campus visits, off-campus presentations for potential cohorts, and personal communication (phone calls, letters, or e-mails) with prospective students. To recruit for the graduate program from current undergraduate students, our undergraduate advisors purposefully detail coursework that can be used to fulfill the requirements for the Reading Teacher Endorsement. During the review period, the program enrolled an average of 64 students each semester (57 pursuing the MSED in Elementary Education and nine seeking the Graduate Certificate in Reading Instruction) [Table 1]. Of the 57 students who are pursuing the master's degree (on average), nine are full-time and 49 are part-time graduate students [Table 2]. The Fall 2013 Enrollment Goals established by Dean Augustine for the program were 66 MSED students and 12 Reading Certificate students, while the actual enrollment for the term involves 51 MSED students and nine Reading Certificate students.

<b>Table 1. Graduate Enrollment Data (2009-2013) MSED vs. READING CERTIFICATE</b>					
	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Mean</b>
<b>MSED</b>	64	65	66	51	62
<b>READ CERT</b>	N/A	5	7	11	8
<b>TOTAL</b>	64	70	73	62	67
	<b>Spring 2010</b>	<b>Spring 2011</b>	<b>Spring 2012</b>	<b>Spring 2013</b>	<b>Mean</b>
<b>MSED</b>	59	70	61	52	61
<b>READ CERT</b>	N/A	7	12	12	10
<b>TOTAL</b>	59	77	73	64	68
	<b>Summer 2010</b>	<b>Summer 2011</b>	<b>Summer 2012</b>	<b>Summer 2013</b>	<b>Mean</b>
<b>MSED</b>	56	62	42	41	50
<b>READ CERT</b>	N/A	3	12	11	9
<b>TOTAL</b>	56	65	54	52	57
<b>Overall Means: MSED = 57      READ CERT = 9      TOTAL = 64</b>					

Although the department has a large enrollment of undergraduate students, it has dedicated staffing, resources, and materials to adequately support the graduate study of these candidates and believes it is proactively and effectively addressing its enrollment goals within a challenging economic environment. The program recognizes that non-degree seeking graduate students are not officially counted in the enrollment figures. In accordance with the program mission, it should be noted that the department provides coursework to these non-degree seeking students in order for them to qualify for Middle Level Endorsements (i.e., an average of 39 endorsements have been earned in each of the past three years).

<b>Table 2. Graduate Enrollment Data (2009-2013) MSED: Full-time vs. Part-time</b>					
	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>	<b>Mean</b>
<b>Full-time</b>	11	14	13	8	12
<b>Part-time</b>	53	51	53	43	50
<b>TOTAL</b>	64	65	66	51	62
	<b>Spring 2010</b>	<b>Spring 2011</b>	<b>Spring 2012</b>	<b>Spring 2013</b>	<b>Mean</b>
<b>Full-time</b>	10	13	9	7	10
<b>Part-time</b>	49	57	52	45	51
<b>TOTAL</b>	59	70	61	52	61
	<b>Summer 2010</b>	<b>Summer 2011</b>	<b>Summer 2012</b>	<b>Summer 2013</b>	<b>Mean</b>
<b>Full-time</b>	9	7	4	2	6
<b>Part-time</b>	47	55	38	39	45
<b>TOTAL</b>	56	62	42	41	50
<b>Overall Means: Full-time = 9      Part-time = 49      TOTAL = 57</b>					

The MSED program values and achieves diversity by maintaining a pool of graduate candidates that is varied in regard to undergraduate institution (25.9% graduated from non-EIU domestic undergraduate universities), ethnicity (3.7% represent persons of color), and gender (4.9% are males) [Table 3]. Undergraduate institutions represented include Armstrong Atlantic State, California State University, Illinois College (Jacksonville), Illinois State University, Indiana State University, Millikin University, Saint Ambrose University, Southern Illinois University (Carbondale), Trinity Christian College, University of Illinois, University of Iowa, University of Southern Indiana, and William Penn (IA).

<b>Table 3. Profile of Admitted Students 2010 – 2012 MSED in Elementary Education</b>										
<b>Year</b>	<b>Number Admitted</b>	<b>Domestic Undergraduate University</b>		<b>Graduate Student Ethnicity/Race</b>					<b>Gender</b>	
		<b>EIU (%)</b>	<b>Non-EIU (%)</b>	<b>White (%)</b>	<b>Black (%)</b>	<b>Hispanic (%)</b>	<b>Other (%)</b>	<b>Unknown (%)</b>	<b>Male (%)</b>	<b>Female (%)</b>
2010	31	77.4	22.6	93.5	6.5	0	0	0	0	100
2011	30	70	30	100	0	0	0	0	10	90
2012	20	75	25	95	0	5	0	0	5	95
<b>Total</b>	<b>81</b>	<b>74.1</b>	<b>25.9</b>	<b>96.3</b>	<b>2.5</b>	<b>1.2</b>	<b>0</b>	<b>0</b>	<b>4.9</b>	<b>95.1</b>

The 2012 Illinois School Report Card Data provided within the next table demonstrates that the schools within the region represent districts/communities of varying sizes that would tend to enhance the diversity and broaden the perspectives of the MSED candidates [Table 4]. With regard to ethnicity/race, MSED students are more diverse than the general population of teachers within regional schools, which the subsequent table also illustrates. Comparisons regarding gender are more difficult to assess. This is because the 2012 Illinois School Report Card Data

represents teachers at all grade levels within the districts listed, while the candidates within the MSED program are early childhood, elementary or middle level teachers. Historically, there have been significantly fewer male teachers at these levels. The program is satisfied that it is achieving its diversity goals within the context of the regional population that it serves. It should be noted that international students or students outside of Illinois may not qualify for the graduate program if they do not hold a current teaching certificate.

**Table 4. Profile of Regional Schools – 2012 Illinois School Report Card Data**

<b>Small Unit School Districts</b>								
<b>District</b>	<b>Student Enrollment</b>	<b>Teacher Ethnicity/Race</b>					<b>Teacher Gender</b>	
		<b>White (%)</b>	<b>Black (%)</b>	<b>Hispanic (%)</b>	<b>Other (%)</b>	<b>Unknown (%)</b>	<b>Male (%)</b>	<b>Female (%)</b>
Kansas	250	100	0.0	0.0	0.0	0.0	15.4	84.6
Oakland	302	100	0.0	0.0	0.0	0.0	25.0	75.0
Paris (CUSD #4)	720	100	0.0	0.0	0.0	0.0	10.9	89.1
<b>Medium Unit School Districts</b>								
<b>District</b>	<b>Student Enrollment</b>	<b>Teacher Ethnicity/Race</b>					<b>Teacher Gender</b>	
		<b>White (%)</b>	<b>Black (%)</b>	<b>Hispanic (%)</b>	<b>Other (%)</b>	<b>Unknown (%)</b>	<b>Male (%)</b>	<b>Female (%)</b>
Arcola	790	96.6	1.7	1.7	0.0	0.0	15.4	84.6
Neoga	766	98.2	0.0	0.0	1.8	0.0	22.8	77.2
Paris - Union	1,274	100	0.0	0.0	0.0	0.0	10.2	89.8
Sullivan	1,213	98.7	0.0	1.3	0.0	0.0	25.1	74.9
Tuscola	1,009	100	0.0	0.0	0.0	0.0	21.7	78.3
<b>Large Unit School Districts</b>								
<b>District</b>	<b>Student Enrollment</b>	<b>Teacher Ethnicity/Race</b>					<b>Teacher Gender</b>	
		<b>White (%)</b>	<b>Black (%)</b>	<b>Hispanic (%)</b>	<b>Other (%)</b>	<b>Unknown (%)</b>	<b>Male (%)</b>	<b>Female (%)</b>
Charleston	2,795	100	0.0	0.0	0.0	0.0	15.5	84.5
Effingham	2,737	98.8	0.0	1.2	0.0	0.0	15.0	85.0
Mattoon	3,439	86.0	0.9	0.0	1.8	11.2	18.3	81.7

**Enrollment Management (Selection Criteria):** To attract quality students with strong motivation to advance their teaching and professional skills, the MSED program utilizes multifaceted admission criteria and admits candidates throughout the academic year. The required admission materials include: (A) the applicant's transcripts showing the required 3.0 GPA within the last 60 hours of undergraduate study [or 3.0 GPA in the first 12 hours of graduate coursework]; (B) the applicant's current teaching certificate must be submitted [the applicant, if not appropriately certified for the Master of Science Degree, must complete the necessary undergraduate course work]; (C) two letters of recommendation from professional sources that speak to the applicant's potential; (D) the applicant's professional resume; (E) the applicant's formal (typed) letter of application; and (F) the applicant's completion of the *Advanced Candidate Self-Assessment* form. A committee of graduate faculty (i.e., Entry Level Data Committee) reviews the application materials and rates the candidate using the *Advanced Candidate Assessment #1 – Entry Level Rubric* in order to arrive at an appropriate admission decision.

International students generally do not immediately qualify for the MSED program because of the admission requirement of holding a valid teaching certificate. Through individualized attention, the program accommodates non-certified candidates interested in pursuing a teaching certificate and graduate degree. This requirement ensures that applicants have the necessary

foundation in education and background in the teaching profession to successfully pursue an advanced degree.

**Enrollment Management (Acceptance Rate):** The MSED program is very satisfied with the candidates it attracts and admits. Based upon the average enrollment for the past four years, the program is meeting its enrollment goal (9 full-time; 50 part-time students). On average the program received 14 applications for the MSED program, extended nine admission offers (which yielded seven new graduate students each semester) and denied six individuals admission to the degree program [Table 5]. Financial concerns, specifically a lack of tuition waivers and/or related financial support, are the primary restraints for candidates who are accepted and delay beginning the program. During our most recent recruitment phase, two individuals were admitted but chose to postpone graduate study in order to attempt to secure assistantships for 2014-2015. The graduate coordinator maintains contact with students accepted to the program who delay beginning their program of study. The program provisionally admits students who do not meet the grade point average requirement. The graduate coordinator monitors the progress of students who are provisionally accepted to the program and offers degree candidacy only if the students earn the required 3.0 on 12 hours of graduate study.

<b>Table 5. Graduate Admission Data (Fall 2009 – Summer 2013)</b>				
	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>	<b>Fall 2012</b>
<b>MSED Applications</b>	30	17	30	11
<b>Admission Offers (%)</b>	15 (50%)	11 (65%)	19 (63%)	11 (100%)
<b>Yield (%)</b>	13 (87%)	7 (64%)	15 (79%)	11 (100%)
<b>Denied (%)</b>	15 (50%)	6 (35%)	11 (37%)	0 (0%)
	<b>Spring 2010</b>	<b>Spring 2011</b>	<b>Spring 2012</b>	<b>Spring 2013</b>
<b>MSED Applications</b>	12	13	8	7
<b>Admission Offers (%)</b>	8 (67%)	5 (38%)	4 (50%)	3 (43%)
<b>Yield (%)</b>	6 (75%)	5 (100%)	4 (100%)	3 (100%)
<b>Denied (%)</b>	4 (33%)	8 (62%)	4 (50%)	4 (57%)
	<b>Summer 2010</b>	<b>Summer 2011</b>	<b>Summer 2012</b>	<b>Summer 2013</b>
<b>MSED Applications</b>	16	15	10	4
<b>Admission Offers (%)</b>	12 (75%)	8 (53%)	5 (50%)	4 (100%)
<b>Yield (%)</b>	5 (42%)	7 (88%)	4 (80%)	4 (100%)
<b>Denied (%)</b>	4 (25%)	7 (47%)	5 (50%)	0 (0%)
<b>Overall Average Number → MSED Applications = 14    Admission Offers = 9    Yield = 7    Denied = 6</b>				

**Assistantship/Scholarship Management (Annual Awards):** Currently, the MSED program is allotted six graduate assistantships each year. It has been a program goal to award these assistantships to MSED in Elementary Education candidates. This goal has been achieved and sustained since 2011 (i.e., 2011-2013). In order to secure a graduate assistantship, candidates must demonstrate professional potential in teaching, research, and service in early childhood, elementary, and middle level education. Undergraduate grade point average is one criterion used as an indicator of potential to conduct research, because the majority of applicants have little or no prior experience in generating original research. The program employs a rigorous and competitive interview process, as evidenced by the three-year acceptance rate range of 43-75%.<sup>1</sup> The subsequent table illustrates the academic and professional demography of graduate assistants during the review period [Table 6].

<sup>1</sup> The variance in acceptance rate speaks more to the diverse backgrounds represented in the applicant pool and not a change in the rigor of the Graduate Assistant review process.

<b>Table 6. Profile of Elementary Education Graduate Assistants</b>			
	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Undergraduate GPA (Average)</b>	3.48*	3.57*	3.26*
<b>Undergraduate University</b>			
<b>EIU Undergraduate</b>	4	4	5
<b>Non-EIU Domestic Universities**</b>	2	2	1
<b>International Universities</b>	0	0	0
<b>Master's Program</b>			
<b>MSED in Elementary Education</b>	6	6	6
<b>Other</b>	1	0	0
<b>Teacher Certification</b>	3	3	3
<b>Assistantship Awards</b>			
<b>Fall/Spring</b>	5	6	6
<b>Spring (Only)</b>	2	0	0
<b>Total Number of Graduate Assistants</b>	7	6	6

\*These averages are based upon the graduate assistants pursuing the MSED in Elementary Education.

\*\*The non-EIU domestic universities represented during the three years include: University of Illinois, Illinois State and Temple (PA).

In coherence with the graduate assistantship mission prescribed by the Graduate School, MSED graduate assistants engage in various teaching (instructional assistance), research (research assistance), and service (supervised service) roles as outlined in the following table [Table 7]. Instructional assistance is provided in *ELE 2000 – The Teacher and the School* (an introductory course for majors with an average enrollment of 100 undergraduate students each semester) and *GST 1000 – Reading and Study Improvement* (a service course addressing efficient study skills with an emphasis on reading improvement that has an average enrollment of 63 undergraduate students per semester).

<b>Table 7. Graduate Assistant Report Data</b>			
	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Teaching</b>	4.25 FTE	3 FTE	3 FTE
<b>Research</b>	3 FTE	2 FTE	2 FTE
<b>Service</b>	4.75 FTE	7 FTE	7 FTE

Note: FTE = Full Time Equivalent

Graduate assistants assigned to provide research assistance support faculty research efforts in regard to data collection and analysis, while the Reading Center houses graduate assistants who are designated to provide supervised service. The Reading Center provides facilities for monitored study hours for undergraduate students enrolled in the Gateway Program (i.e., an average of 1143 hours of support for Gateway students each term) and Basic Skills/Tap Testing Support for students within the College of Education and Professional Studies (i.e., an average of 211 hours of Basic Skills/Tap Testing Support each semester). In addition to fulfilling the duties directly involved with an assistantship, MSED graduate assistants engage in community service projects. For example, during the 2012-2013 academic year, an elementary education graduate candidate assisted 12-16 primary level students on a weekly basis at Carl Sandburg School who were involved with the Percy Jackson Book Club.

Graduate students who were surveyed remarked that they felt their role as a graduate assistant benefited them because it “bolstered [their] confidence”, “enhanced [their] ability to teach”, and “helped [them] to be more organized”. Others indicated that it was an “amazing opportunity to work with...instructors in the education department”, because they saw “perfect examples of...how a team of teachers collaborate to ensure that...best practices are set forth” and they

“found the connections [that were] formed with the faculty members in the department to be invaluable”.

Administrators who, in the past year alone, have hired three graduate assistants prior to degree completion value the graduate assistantship experience and graduate courses. The inference about the cogency of the coursework is further strengthened considering all three graduate assistants had completed the Reading Teacher Endorsement and each obtained a reading-based teaching position (two elementary and one reading intervention positions). The coursework positively impacted the candidates’ ability to secure teaching positions, which they both valued and viewed as an important antecedent to their MSED completion.

**Assistantship/Scholarship Management (Competitive Awards):** The MSED program maintains two philanthropic awards to support its candidates. The Carol Helwig Award (sponsored by an emeritus faculty member) has been awarded annually since 2005. The Sabina L. McNutt and James L. McNutt, Sr. Education Scholarship (sponsored by the family of an alumnus of the program) was first endowed in 2012. The former is intended for a non-traditional graduate student seeking certification or a master’s degree; the latter is intended for a part-time or full-time graduate student focused on obtaining the MSED in Elementary Education with an emphasis in Reading and Certificate in Reading Instruction. The Helwig Award and McNutt Scholarship enhance the program’s quality by considering the students’ professional potential and demonstrable competencies in the areas of teaching, research, and service along with financial need.

**Matriculation Management:** The MSED program strives for a graduation rate goal of 100% and consistently tracks students’ progress toward degree completion. The MSED program graduated a total of 50 students between 2010 and 2012 with a mean number of semesters to completion of 7.46 (a range of five to 11 semesters) and mean number of years to degree completion of 3.04 (a range of one and one-third to six years) [Table 8].

<b>Table 8. MSED in Elementary Education Program Graduates 2010 - 2012</b>									
	<b>2010</b>			<b>2011</b>			<b>2012</b>		
	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall
<b>Number of Graduates</b>	6	3	2	4	17*	2	11	4	1
<b>Average Number of Semesters to Degree Completion</b>	7.17	6.33	8.0	10.0	6.47*	8.0	7.91	8.75	7.0
<b>Average Number of Years to Degree Completion</b>	3.22	3.0	4.67	4.17	1.85*	3.67	3.45	3.75	6.0

\*Includes eleven members of the Decatur Cohort.

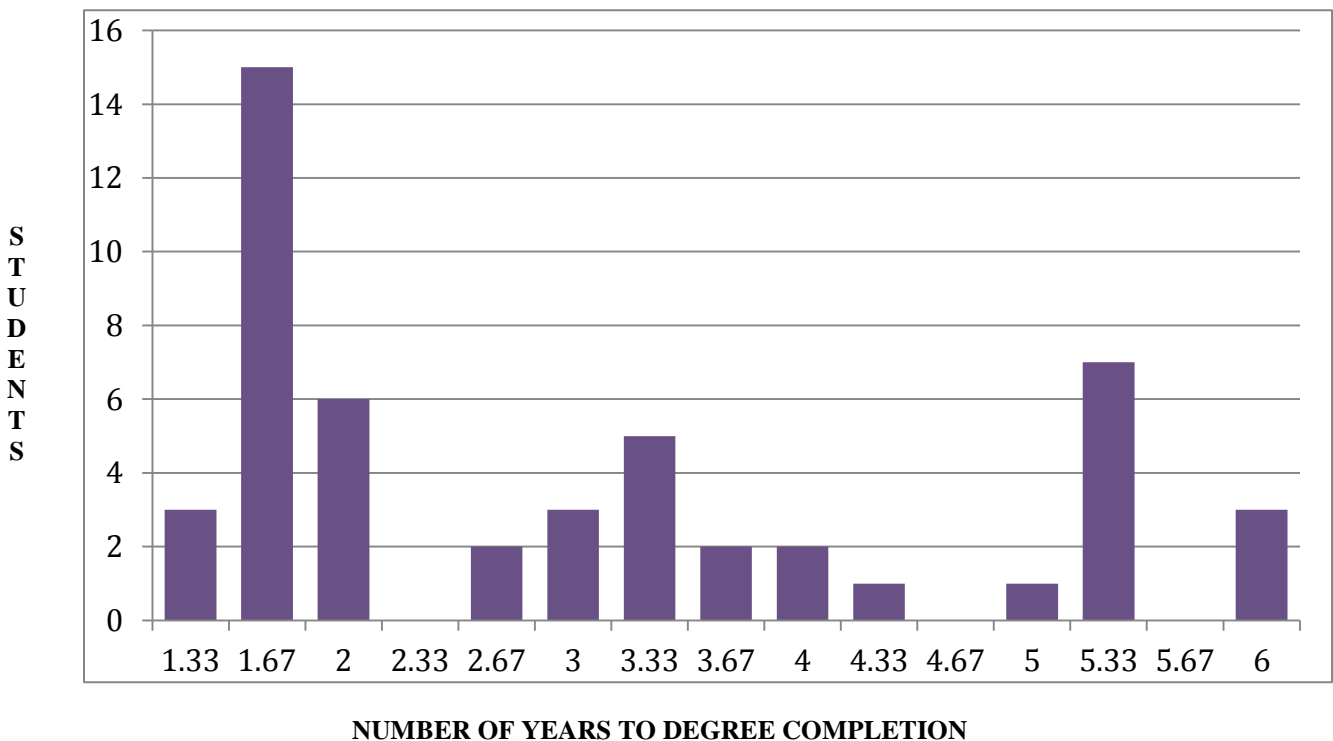
Total Number of Graduates: **50**

Mean Number of Semesters to Degree Completion: **7.46 semesters (Range 5 – 11)**

Mean Number of Years to Degree Completion: **3.04 years (1 1/3 – 6)**

The following bar graph [Figure 1] displays the Number of Years to Degree Completion for the 50 students who graduated from 2010 – 2012. Viewed in this format, it is obvious that 24 (48%) completed the degree in two or fewer years, while 26 (52%) students required more than two years to complete the program. These completion percentages are meaningful considering that approximately 90% of the students are full-time practicing teachers who must pursue a master’s degree as part-time graduate students enrolling in evening and/or summer course work.

**Figure 1. 2010 - 2012 Elementary Education  
MSED Graduates (n = 50)  
Number of Years To Degree Completion**



It is quite common for graduate students to begin graduate study in order to acquire additional endorsements or teaching credentials to make themselves more marketable and enable them to secure a teaching position. Once established in a school system, these individuals most often return within six years to complete their graduate degrees.

**Graduate Placement:** While the MSED program documents its students' pursuits of advanced degrees, the program also greatly values its students' placements, earning of credentials, and societal contributions because the majority of its graduates are full-time practicing teachers who pursue the degree to obtain employment and/or hone their classroom instructional skills. The program values developing highly qualified, educated teachers who accept regional classroom positions where their newly generated skill set meets specific professional demands.

Based on data collected from recent graduates (2010-2012) through an on-line survey, 80% of the respondents indicated they were employed as full time educators upon completion of the MSED in Elementary Education Program and 40% revealed they were considering pursuing another advanced degree (e.g., Ph.D or Ed.D.) in the future. Ninety-five percent of the respondents reported that their graduate study at EIU had a positive impact on their classrooms. For example, one individual commented that "it certainly helped me to obtain a job, as EVERY school wants qualified applicants who have a solid knowledge base in reading" and another stated "I am a more effective teacher because of the educational experience and knowledge gained through the coursework at EIU". Ninety percent of the graduates indicated they had shared their research with peers, while 50% indicated they had presented their research findings to their school board/district administration.



## Criterion 2

**The program documents sustained achievements in fostering advanced scholarship through a depth of knowledge, critical thinking, problem solving, oral and written communication, application of technology, research /creative activity, and commitment to professional ethics.**

Upon formal adoption of the Graduate Assessment Plan (9/5/2008), the graduate faculty established committees to collect entry, mid-point and completion assessment data. These committees employ rubrics that address each of the program learning objectives/graduate standards (ELE Graduate Assessment Plan – Sept. 23, 2011).

The MSED program utilizes both direct and indirect formative and summative assessment tools to evaluate the program's efficacy. The program both evaluates and derives meaning from the data, which is shared at the Annual Department Retreat. During and after the retreat, the program employs the data as a guide for programmatic modification. All assessments align with applicable National Council for Accreditation of Teacher Education (NCATE), State of Illinois, Graduate School and program standards. With regard to direct measures, degree-seeking students are initially assessed upon application to the program using the *Advanced Candidate Assessment #1 – Entry Level Rubric*. The ratings are based upon an analysis of the required admission documentation submitted by the graduate applicant (i.e., transcripts showing the required 3.0 GPA, the applicant's current teaching certificate, two letters of recommendation provided by professional sources, a professional resume, a letter of application expressing the applicant's goals for the master's program, and the *Advanced Candidate Self-Assessment Form*).

Students are then assessed during their program of study after completing two of three compulsory courses (i.e., ELE 5250 – Research in Education; ELE 5260 – Advanced Developmental Reading; and/or ELE/MLE 5270 – Content Area Literacy Instruction) using the *Advanced Candidate Assessment #2 – Mid-point Rubric*. Upon completion of the capstone experience (i.e., action research or thesis) students are assessed using the *Advanced Candidate Assessment #3 – Completion Rubric*. In addition, the MSED program utilizes data derived from the Illinois Licensure Testing System (ILTS) Reading Teacher Content Area Test (#177) for students pursuing reading as their area of emphasis or who are seeking the Certificate in Reading Instruction, which is compulsory for qualification for the Reading Teacher Endorsement in Illinois.

With regard to indirect measures, the MSED program utilizes an Exit Survey to obtain students' perceptions about the program's efficacy and its impact on professional advancement and growth. The items on the MSED Exit Survey reflect the learning objectives, graduate standards, and content on the *Advanced Candidate Self-Assessment Form* and all three *Advanced Candidate Assessment Rubrics*. For students pursuing reading as their area of emphasis within the program and/or who are seeking the Certificate in Reading Instruction, the program also utilizes data derived from the Reading Teacher Survey, a survey instrument developed to capture student perceptions about preparation in regard to the Illinois Reading Teacher Standards.

**Assessment Results Documented by the Center for Academic Support and Achievement (CASA):** The program uses data to advance the program's quality and the experience for students. The Executive Director of CASA noted that objectives for the program encompass all

the learning goals established for graduate programs at EIU; objectives for the program were clear and measurable with very detailed outcomes; assessing students at multiple points in the program provides formative and summative assessment data; the plan incorporates both direct and indirect measures and is sound practice; expectations for each objective are distinguished; results are collected at increased rates, analyzed, and reported back to the faculty; and a feedback loop is in place (*Student Learning Assessment Program Response to Summary Form Graduate Program, 2013*).

**Assessment Results Documented by the Graduate School:** Graduate School Reviews documented the program assesses all of the areas approved by the Council on Graduate Studies, which include depth of knowledge, critical thinking and problem solving, communication, and research (R. M. Augustine, 2011-2012 Graduate Assessment Plan: Master of Science in Education in Elementary Education, September 14, 2012). The MSSED program uses its data to inform and advance curricular changes. Examples include elimination of a “phases” approach to the curriculum and implementing a core and area of emphasis approach. The program added new courses to strengthen the program, revised the research components of the program and developed a *Handbook for Action Research* (<http://www.eiu.edu/elegrad/ActionResearchHandbook.pdf>).

The program has sustained evaluations of excellence from the Dean of the Graduate School, who personally commended the use of multiple direct and indirect measures, rubrics to ensure validity and reliability, clear interpretation of each data point, a clear organizational structure, a palpable summary of actions in response to the plan, the development of *Research in Action* an on-line journal, and modification of the mission statement. Improvements also manifested as the program shifted from “phases” to categories of coursework include a graduate level content area reading course addressing early childhood and lower elementary, requiring completion of ELE/MLE 5270 – Content Area Literacy Instruction (3 hrs.) to cohere with state mandates, modification of the prerequisites for the middle level courses (MLE 5110 – Principles and Procedures in the Middle-Level School; MLE 5150 – Interdisciplinary Curriculum in the Middle Level School), variable credit for a capstone course, and elimination of redundant coursework (ELE 5100 – Introduction to Graduate Studies). In recognition for purposeful improvement, the MSSED in Elementary Education Program was the recipient of the 2012 Provost’s Award for Achievement in Academic Assessment.

### Criterion 3

**The program documents sustained achievements in expanding the curriculum with rigorous advanced courses and options offered through lectures, laboratories, seminars, forums, practicum field experiences, internships, and partnerships with education, business, and industry.**

The Master of Science in Education in Elementary Education Program has expanded an already rigorous research-based curriculum centered on methodology and assessment.

**Sustained Mission and Planning Leadership:** Since 2008, the department chair and graduate coordinator annually engage the graduate faculty in reflective assessment and goal setting at the Annual Department Retreat to develop the Graduate Goals. The processes of assessment, reflection, and goal setting are continuous and inextricably intertwined within the program’s culture. The graduate coordinator first presents previously-collected assessment data for the graduate faculty to both review and evaluate through the lens of the program’s mission

statement, which was revised recently (3/23/2012) after an evaluation and synthesis of EIU's mission statement, CEPS mission and vision statement, and the Graduate School's mission statement. The graduate coordinator then engages the graduate faculty in goal setting, which are recorded, prioritized, used as a procedural guide during the year, and employed for reflective assessment at the end of the academic year.

#### ***Mission Statement***

***The Graduate Program in Elementary Education advances scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth through age fourteen. The graduate curriculum encompasses comprehensive content knowledge and promotes the use of critical thinking and problem solving to cultivate teacher-researchers who are empowered to serve as leaders in the profession. Faculty members challenge students to bridge the gap between theory and practice as they develop the skills required for ethical and effective collaboration and communication within the local school community and a culturally diverse, technologically advanced global environment.***

**Administrative Leadership:** The MSed program has sustained administrative leadership. Specific administrative organizational changes include the appointment of a graduate coordinator (2008), identification of an off-campus cohort liaison (2008) and the transition to centralized graduate advising (2009). In constructive collaboration, the department chair and the graduate coordinator meet weekly during the academic year to prioritize and address the program's needs. This collaboration has resulted in several important initiatives that have been successfully undertaken. In particular, Dr. Russell and Dr. Reven received a Graduate School Leadership Award in 2013 for establishing the 2010 Graduate Certificate in Reading Instruction and earning recognition for graduate assessment achievements (i.e., 2012 Provost's Award for Achievement in Academic Assessment).

**Graduate Faculty Leadership:** The graduate faculty meet monthly to evaluate and advance the program's mission. The faculty provides input and forms subcommittees (which meet as needed) to attend to the program's prioritized goals. The subcommittees include but are not limited to Graduate Assessment Committee, Graduate Awards Committee, Graduate Entry Level Data Committee, Graduate Midpoint Data Committee, Action Research/Thesis Committee(s), Graduate Research Courses Committee, and the Graduate Online Journal Committee. Such productive leadership and collaborative work has been manifested in various ways during the review period. These include but are not limited to the adoption/implementation of the Department of Early Childhood, Elementary and Middle Level Education Graduate Assessment Plan (2008), creation of generic graduate course syllabi (2009) including the implementation of theory-to-practice assignments in various courses to advance the research agenda, revision of the graduate research sequence within the program (2009), completion and maintenance of the Collaborative Institutional Training Initiative (CITI) for research with human subjects by the entire graduate faculty (2009), development of a Handbook for Action Research (2010) (<http://www.eiu.edu/elegrad/ActionResearchHandbook.pdf>), budget realignment to include resources for student travel for research presentations and graduate awards (2010), establishment of *Research in Action* (2012) an on-line journal to provide a forum for student research (<http://eiu.edu/researchinaction/index.php>), and active support of a graduate faculty research/creative activity agenda (see Criterion 5). The aforementioned indicates constructive leadership and diligent work; while the developmental work to generate a Graduate Certificate in English As Second Language/English Language Learners demonstrates the forward-thinking nature of the faculty leadership.

**Sustained Curricular Leadership by External Review:** The MSED program established and maintains high quality curricula as evidenced by formal external reviews. The program received positive results from external reviews by the *National Council for Accreditation of Teacher Education* (Fall 2010; <http://www.eiu.edu/ceps/accred.php>) and the *Illinois Board of Higher Education* (2012; <http://www.eiu.edu/eemedu/reports/reports.php>). In addition, graduate students' pass rate on the Illinois Reading Teacher Content Test (2009-2010 = 100%; 2010-2011 = 93%; 2011-2012 = 100%) and annual feedback from the EC/ELE/MLE Advisory Committee attest to the program's rigor and quality.

**Sustained Capstone Leadership:** The MSED program established and maintains rigorous and relevant capstone projects. The program's compulsory capstone project—Action Research (ELE 5900) or Thesis (ELE 5990)—illustrates graduate students' critical, rigorous, and data-based examination of a relevant, student-generated question. During the period under review, the program's students produced a yearly average of 15 capstone projects and a range of 6-23 capstone projects [Table 9]. While a focus of the subsequent criterion, the department celebrates the exceptional products of this capstone project through the journal of *Research in Action* (<http://eiu.edu/researchinaction/index.php>).

<b>Table 9. Graduate Students' Participation in Capstone Experiences (2010-2012)</b>			
	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Orals/Colloquy*</b>	4	0	1
<b>Action Research</b>	1	23	14
<b>Thesis</b>	1	0	1

\*NOTE: Orals/Colloquy was an option in the graduate program for students admitted prior to Fall 2006, but has since been eliminated from the program of study.

**Sustained Student Leadership:** The efforts of the department chair, the graduate coordinator, and graduate faculty are bolstered by sustained contributions from graduate students. Graduate students' contributions include, but are not limited to service as student representatives on the Graduate Student Advisory Council, service as a Student Dean (2010), and recipients of Thesis Award Winner - Award of Excellence for the College of Education and Professional Studies (2011) and the King-Mertz Research/Creative Activity Award Winner - Award of Excellence for the College of Education and Professional Studies (2011). (Student productivity is the focus of Criterion 4, but deserves mention here as it relates to their contributions to the MSED program's success.)

**Sustained Alumni Leadership:** The efforts of the department chair, the graduate coordinator, and graduate faculty are bolstered by sustained contributions from alumni. The program's leadership purposefully and actively engages alumni. This is seen in the Sabina L. McNutt and James L. McNutt, Sr. Education Scholarship (2011), the initiation of the Departmental Outstanding Graduate Alumni Award (2011), the program's graduates' nomination (2011) and receipt (2008, 2009, 2012, and 2013) of the Graduate School *Outstanding Graduate Alumni* Award (<http://www.eiu.edu/graduate/alumni.php>), student travel awards sponsored by alumni, the program's alumni participation in Study Abroad, role as course instructors, involvement with accreditation reports, participation on the Advisory Committee, and the regular hiring of our graduates.

**Sustained External Partnerships:** External partnerships also contribute to the MSED program's quality. These include courses such as *ELE 5520 - Supporting High Quality Instruction Across All Content Areas* (a partnership between the MSED in Elementary Education Program, the



Educational Leadership Department, and the Charleston School District) and *ELE/EDF 5310 – Foundations: ESL-Bilingual Education* (a partnership between the MSED program and the Department of Secondary Education and Foundations) and professional service work such as the Curriculum Committee (which seeks and includes public school personnel) and the *East Central - EIU Reading Council* (a professional organization where leadership roles are assumed by members of the graduate faculty and professional educators from the community). Graduate student study plans incorporate courses from other departments (EDF 5500, EDF 5510, EDP 5300) and the program offers courses to meet the needs of other departments (e.g., ELE 5520, MLE 5270). Graduate faculty from other departments serve on thesis committees for students pursuing the MSED in Elementary Education and departmental faculty serve on thesis committees for graduate candidates in other graduate programs on the EIU campus. Graduate cohorts are offered in collaboration with Regional Offices of Education and the Office of Continuing Education based upon identified needs within specific geographic areas (e.g., MSED - Olney 2006-2008, MSED – Decatur 2009-2011; MSED – Decatur 2011-2013; and Middle Level Endorsement – Danville Summer 2013).

#### **Criterion 4**

##### **The program documents sustained achievements in research/creative activity with graduate students and faculty.**

The Master of Science in Education in Elementary Education Program's students and graduate faculty have contributed substantive research and creative activity to the field in various ways.

##### **Sustained Student Research Leadership (*Research Productivity and Research Engagement*):**

The MSED program offers and supports research and creative activity that is appropriate to the discipline. The program has cultivated a culture of research across the graduate curriculum by producing research through one of two capstone projects: thesis and action research [Refer to Table 9 entitled "*Graduate Students' Participation in Capstone Experiences (2010-2012)*" presented under Criterion #3]. Both options are certified by the Institutional Review Board and governed by the University-developed thesis handbook or the department-developed *Handbook for Action Research* (2010; <http://www.eiu.edu/elegrad/ActionResearchHandbook.pdf>). As stated earlier, the program's students produced a yearly average of 15 capstone projects and a range of 6-23 capstone projects. In addition, graduate students produced nine publications or presentations with faculty during the period under review. The program's students have co-authored a peer-reviewed article (2012) and presented at various state, national, and international conferences such as the *Illinois Association of Teacher Educators (IATE)*, *Association of Teacher Educators (ATE)* and *International Reading Association (IRA) Annual Conference*. The program aims for student research production and engagement to average two theses, ten action research, and three non-capstone projects (publications, presentations) annually. During the period under review, the department is satisfied that it is moving toward achievement of the stated goals.

##### **Peer-reviewed Article:**

Schmitz, M., **Hoffmann, M.**, [graduate student] & Bickford, J. H., III (2012). Identifying cyberbullying, connecting with students: The promising possibilities of teacher-student social networking. *Eastern Educational Journal*, 41(1), 16-30.

##### **Presentations\*:**

Dale, C. & **Helregel, M.** [graduate student]. (2010, October). *Why we need cooperating teachers*. Fall Institute, Regional Office of Education #11, Charleston, IL.

Dale, C., & **Reed, A.** [graduate student] (2010, August). *The disposition to teach: Challenges in teacher preparation*. Association of Teacher Educators Summer Conference. Kansas City, MO.

Padmaraju, K., Anderson, L. & **File, J.** [graduate student] (2010, November). *Fostering desirable dispositions in teacher candidates*. Illinois Association of Teacher Educators 40th Annual Fall Conference, Charleston, IL.

\*NOTE: The remaining presentations are listed below under Williams Travel Awards and CEPS Research Fair.

**Sustained Commitment to Research and Travel Grants:** The MSED program has a record of participation in the Graduate School Williams Travel Awards (2008 and 2012) and College of Education and Professional Studies Research Fair (2008; 2012). The MSED program actively and purposefully supports its students in advancing their scholarship through matching travel funds.

**Williams Travel Awards:**

Reven, L., Reid, D., Flood, A. & **Bengtson, K.** [graduate student] (2012, April). *Constructing meaning with a focus on generating inferences: A working model, Research evidence and practical classroom applications to support the differentiation Of comprehension instruction*. 57<sup>th</sup> Annual Convention of the International Reading Association, Chicago, IL.

Reven, L., Reid, D. & **Snyders, K.** [graduate student] (2008, May). *Using quality children's literature to engage readers and differentiate comprehension instruction*. 53<sup>rd</sup> Annual Convention of the International Reading Association, Atlanta, GA.

**CEPS Research Fair:**

**Bengtson, K., Blackwell, M., Damron, N., Dowell, S., Evans, P., Field, N., . . . Dale, C.** [ELE 5250 graduate students] (2012, February). *To what extent might prior knowledge and experience of elementary teachers aid in the implementation of common core?* College of Education and Professional Studies 15<sup>th</sup> Annual Research Fair, Charleston, IL.

**Lambert, S.,** [graduate student] (2008, February). *The effect of comic books on students' reading attitudes*. College of Education and Professional Studies 11<sup>th</sup> Annual Research Fair, Charleston, IL.

Lockart, G., & **Snyders, K.** [graduate student] (2008, February). *Implementation of computer technology in reading programs: Perceived and real effects on middle level students*. College of Education and Professional Studies 11<sup>th</sup> Annual Research Fair, Charleston, IL.

The subsequent table illustrates the department's graduate students' productivity in regard to research/creative activity [Table 10].

<b>Table 10. Graduate Students' Research/Creative Activity (2008-2012 )</b>					
	2008	2009	2010	2011	2012
<b>Thesis</b>	0	0	<b>0</b>	<b>1</b>	<b>1</b>
<b>Action Research</b>	7	25	<b>1</b>	<b>23</b>	<b>14</b>
<b>Refereed Presentation*</b>	3	0	<b>3</b>	<b>0</b>	<b>2</b>
<b>Peer-Reviewed Article</b>	0	0	<b>0</b>	<b>0</b>	<b>1</b>

\*NOTE: Refereed presentations include conferences that are local (CEPS Research Fair, *Regional Office of Education* Conference), state (Illinois Association of Teacher Educators), national (Association of Teacher Educators), and international (International Reading Association Annual Conference).

**Sustained Commitment to Showcasing Graduate Scholarship/Creative Activity:**

The program's students have consistently participated in the *College of Education and Professional Studies (CEPS) Graduate Showcase* (2010, 2011, 2012, and 2013) and the *Graduate Student Expo Poster Sessions* (one each in 2008 and 2009; three each in 2010 and 2011; two in 2012).

*Research In Action* (<http://eiu.edu/researchinaction/index.php>) is the department's annual journal of reviewed theses and action research manuscripts that was launched in 2012. In the spirit of a teaching hospital, this scholarly teaching journal demonstrates the program's local commitment to the global academic community. *Research In Action* celebrates the transformation of quality teachers into teacher-researchers who explore the rich and authentic interconnections between teaching and learning, methodology and assessment, and innovation and reflection in early childhood, elementary, and middle level classrooms.

### **Sustained Record of Award Program Participation:**

The program's students' have consistently participated in the Graduate School Annual Awards Ceremony. Students have garnered recognition as recipients of the *College of Education and Professional Studies Master's Thesis Award of Excellence* (2011); the *College of Education and Professional Studies King-Mertz Research/Creative Activity Award* (2011); and MSED *Distinguished Graduate Student Awards* (2008, 2009, 2010, 2011, 2012 and 2013). In order to recognize those degree seeking students who are pursuing both the MSED and Teacher Certification, Dr. Augustine has permitted the program to recognize a second *Distinguished Graduate Student* annually who meets the additional criteria of pursuing initial teacher certification (2009 and 2011). Two graduate students have also received special recognition from the Graduate Student Advisory Council (GSAC) for their exemplary poster presentations during the *Graduate Student Expo* (2009 and 2010).

To recognize the scholarship and research accomplishments of degree seeking students, the program instituted annual departmental graduate awards in 2010. These include the *Thesis Award of Excellence*, *Distinguished Research and Creative Activity Award*, *Distinguished Graduate Student Award(s)* and *Graduate Showcase Series Award*. Members of the graduate faculty recognize the award recipients during the Department of Early Childhood, Elementary and Middle Level Education Awards and Recognition Ceremony that is held annually each spring.

Through the Graduate School's *Outstanding Graduate Alumni Award*, the department's alumni have been recognized for their achievements (2008, 2009, 2012, and 2013). The program also established a departmental Outstanding Graduate Alumni Award in 2011.

### **Criterion 5**

**The program documents a sustained record of developing opportunities for the discovery and application of knowledge with graduate faculty members who reflect the University's teaching and mentoring priority and who have a record of research/creative activity and professional service.**

The program's graduate faculty have a documented and sustained record of developing opportunities for discovery and application of knowledge through research/creative activity and professional service.

**Sustained Record of Coordinator Leadership:** The Master of Science in Education in Elementary Education Program's graduate coordinator has established and sustained a record of leadership, service, and achievement. Dr. Reven demonstrated department-level leadership and service through involvement as a member of the graduate faculty (1990 – Present), Graduate

Coordinator (2008 – Present), the Graduate Assessment Committee (Co-Chair in 2008-2009, fall 2009; Chair spring 2010-Present), establishment of the Graduate Assessment Plan (2008), initiation of the Graduate Certificate in Reading Instruction (2010), and development and implementation of generic syllabi for all graduate courses.

Dr. Reven demonstrated college/university-level leadership and service through her involvement with the Council on Graduate Studies (Member 1998-2002; 2004-2005; April 2013), participation in (Member 2009-2010) and leadership of (Chair 2012-2013) the Council on Graduate Studies Scholarships Committee, participation in (Member 2009-2010, 2011-2012, 2012-2013) and leadership of (Chair 2010-2011) the College of Education and Professional Studies King-Mertz Research/Creative Activity Screening Committee, and membership (2010-2012) on the Council on Graduate Studies Enrollment Quality and Diversity Board. At the Spring Graduate Leaders Seminar (January 17, 2012) Dr. Reven was recognized for outstanding service to the graduate community for participation as a member of the Enrollment Quality Diversity Board and her contributions to the development of *The Integrative Graduate Studies Institute*.

Both the University and an esteemed state organization have acknowledged and rewarded Dr. Reven's leadership and service. In 2013, Dr. Russell and Dr. Reven garnered the *Graduate School Leadership Award* for work accomplished during this evaluation period. Dr. Reven also received the *Illinois Reading Council Educator of the Year Award*, the first college professor to do so. Such recognition illustrates Dr. Reven's achievement.

**Sustained Graduate Faculty Scholarship:** The MSED program's graduate faculty have an established and sustained record of active discipline-specific scholarship, extra-mural funding, and professional service. The following table illustrates the scholarship generated by the Graduate Faculty during the past four years [Table 11]. Two members of the graduate faculty have been recipients of Achievement and Contribution Awards (ACA) for Research/Creative Activity during this time period (i.e., Dr. Sham'ah Md-Yunus in 2009 and Dr. John Bickford III in 2012).

<b>Table 11. Graduate Faculty Research and Creative Activity (2009-2012)</b>					
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Total</b>
<b>Article Publication*</b>	3	6	5	7	22
<b>Book Publication*</b>	0	0	0	1	1
<b>Grants</b>	2**	2	5***	8****	17
<b>Conference Presentations*</b>	35	33	23	19	110
<b>Service to Practicing Teachers</b>	1	8	1	2	12
<b>Service to Pre-service Teachers</b>	6	1	2	2	11

\*Indicates blind, peer-reviewed, academic venues (i.e., journals, publishing companies, conference).

\*\*One grant involved extra-mural funding by the Illinois Reading Council.

\*\*\*Two grants involved extra-mural funding by the Illinois Association of Teacher Education and the Illinois Board of Higher Education.

\*\*\*\*Two grants involved extra-mural funding by the Illinois Board of Higher Education.

Upon comprehensive documentation of appropriate credentialing and teaching experience at the early childhood, elementary and/or middle level, the graduate faculty's professional service to graduate education at EIU includes the International Education Committee (Dr. Daniel Carter, 2011-Present), Institutional Review Board (Dr. John Bickford III, 2012-Present), Council of Faculty Research (Dr. Sham'ah Md-Yunus, 2009-2011), Council of Graduate Studies Vice Chair (Dr. Carrie Dale, Fall 2012), and Faculty Advisor for the Graduate Student Advisory Council (Dr. Carrie Dale, Fall 2011- Fall 2012).



## Appendix

MSED in Elementary Education  
First Choice Program Review Report  
Documentation Website:

<http://www.eiu.edu/eograd/reports/FirstChoiceReports.php>

**MSED in Elementary Education  
First Choice Program Review Report  
Documentation Website  
Table of Contents**

- **First Choice Consultation Summary MSED in ELE 12-10-12**
- **MSED in ELE First Choice Program Review Report Sept 17 2013**
- **Criterion 1**
  - Brochures
    - MSED
    - Certificate in Reading Instruction
  - Enrollment Data
    - EPS Enrollment 2013 Goals August 30 2013
    - Graduate Admission Data Fall 2009-Summer 2013
    - Graduate Enrollment Data (MSED: Full-time vs. Part-time) 2009-2013
    - Graduate Enrollment Data (MSED vs. READ CRT) 2009-2013
  - Scholarships
    - Graduate Student Scholarship Application 2013
    - Carol Helwig Award
      - Banyai & File (2013)
      - Borah (2012)
      - Holmes (2011)
    - McNutt Scholarship
      - Berner & Wilson (2013)
      - Banyai & Cottet (2012)
- **Criterion 2**
  - ELE Graduate Assessment Plan – Sept 23 2011
  - Assessment Summary Forms
    - June 15, 2013
      - MSED Elementary Education Summary Form AY 2012-2013
      - Reading Teacher Feedback – 2012 (Final Version)
      - MSED ELE Exit Survey Spring & Fall 2013
    - June 15 2012
      - MSED Elementary Education Summary Form AY 2011-2012
      - Reading Endorsement Survey 2011
      - MSED Exit Survey 2011
      - ELE Graduate Assessment Plan Sept 23 2011

- June 15 2011
  - MSED Elementary Education Summary Form AY 2010-2011
  - Reading Endorsement All 2010
  - MSED Exit Survey All 2010
  - Graduate Assessment Plan (Revised Jan 28 2011)
  - Graduate Assessment #1 (ELE Dept Items)
  - Graduate Assessment #2 (ELE Dept Items)
  - Graduate Assessment #3 (ELE Dept Items)
  - Article Review Rubric 10 15 10
- June 15 2010
  - MSED Elementary Education Summary Form AY 2009-2010
  - Reading Endorsement FA Sp 90
  - MS Ed 2009 Combined
  - Graduate Assessment Plan (Revised) Approved Feb 26 2010
  - Graduate Assessment #1 (ELE Dept Items)
  - Graduate Assessment #2 (ELE Dept Items)
  - Graduate Assessment #3 (ELE Dept Items)
- June 15 2009
  - MSED Elementary Education Summary Form AY 2008-2009
  - Reading Endorsement Feedback Survey Spring and Fall 2008
- CASA Director's Responses
  - CASA Director's Response 2013
  - CASA Director's Response 2012
  - CASA Director's Response 2011
  - CASA Director's Response 2010
  - CASA Director's Response 2009
- Graduate School Responses
  - Dean Augustine's Memo – MSE in Elementary Education 2012
  - Dean Augustine's Memo – MSE in Elementary Education 2011
  - Dean Augustine's Memo – MSE in Elementary Education 2010
  - Dean Augustine's Memo – MSE in Elementary Education 2009
- Provost's Award for Achievement in Academic Assessment (2012)

### ➤ **Criterion 3**

- Action Research
  - Action Research Handbook
  - Miller (2012)
- Advisement
  - MSED in ELE Admissions Form
  - Study Plans
    - MSED Study Plan
    - Certificate in Reading Instruction Study Plan
  - Proposed Graduate Rotation 2013-2015

- Alumni Awards
  - Brissenden (2013)
  - Hawkins (2012)
  - Carey (2009)
  - Greathouse (2008)
- Certificate in Reading Instruction Proposal 9 1 2009
- Committee Assignments 2012-2013
- Departmental Awards
  - Dept Awards Ceremony 2013
  - Dept Awards Ceremony 2012
  - Dept Awards Ceremony 2011
- Dept. Retreats
  - Graduate Assessment Data August 15 2013
  - Graduate Assessment Data August 16 2012
  - Graduate Assessment Data August 18 2011
  - Graduate Assessment Data August 19 2010
- EC/ELE/MLE Advisory Committee Members
- ELE 5520 – High Quality Instruction
- Graduate Assessment Committee Minutes
  - Grad Assess 9-19-12
  - Grad Assess 9-17-12
  - Grad Assess 8-27-12
  - Grad Assess 7-12-12
  - Grad Assess 6-26-12
  - Grad Assess 6-18-12
  - Grad Assess 4-23-12
  - Grad Assess 4-11-12
  - Grad Assess 3-28-12
  - Grad Assess 3-5-12
  - Grad Assess 7-11-11
  - Grad Assess 6-20-11
  - Grad Assess 2-17-10
- Graduate Faculty Meetings
  - 2011-2012
    - Graduate Faculty Meeting Minutes March 23 2012
    - Graduate Faculty Meeting Minutes Feb 24 2012
    - Graduate Faculty Meeting Minutes Jan 27 2012
    - Graduate Faculty Meeting Minutes Oct 21 2011
    - Graduate Faculty Meeting Minutes Sept 23 2011



- 2010-2011
  - Graduate Faculty Meeting Minutes March 25 2011
  - Graduate Faculty Meeting Minutes Feb 25 2011
  - Graduate Faculty Meeting Minutes Jan 28 2011
  - Graduate Faculty Meeting Minutes Oct 15 2010
  - Graduate Faculty Meeting Minutes Sept 24 2010
- 2009-2010
  - Graduate Faculty Meeting Minutes March 26 2010
  - Graduate Faculty Meeting Minutes Feb 26 2010
  - Graduate Faculty Meeting Minutes Jan 22 2010
  - Graduate Faculty Meeting Minutes Nov 13 2009
  - Graduate Faculty Meeting Minutes Oct 16 2009
  - Graduate Faculty Meeting Minutes Sept 18 2009
- Graduate Goals
  - Graduate Goals Sept 28 2012
  - Graduate Goals Sept 23 2011
  - Graduate Goals Sept 24 2010
  - Graduate Goals Sept 30 2009
- Graduate School Leadership Award (2013)
- IBHE PROGRAM REVIEW REPORT
- MSed in ELE – Mission Statement (approved March 23 2012)

➤ **Criterion 4**

- CEPS Research Fair
  - CEPS Research Fair 2012
  - CEPS Research Fair 2008
- Distinguished Graduate Students
  - Miller (2013)
  - Bengtson (2012)
  - Helregel & Wright (2011)
  - Bierman (2010)
  - Shore & Stephens (2009)
  - Snyders (2008)
- Graduate Expo
  - Bengtson & Zellers (2012)
  - Bierman, Cannady & Renfro (2010)
  - Shore (2009)
- Graduate Showcase Series
  - Blackwell (2013)
  - Cheatham (2012)
  - O'Connor (2011)

- King-Mertz Award (2011)
- MSED in Elementary Education: Research and Travel Grants (2008-2013)
- Thesis Award (2011)
- Williams Travel Awards
  - Bengtson (2012)
  - Snyders (2008)

➤ **Criterion 5**

- Graduate Coordinator Vita – Reven 2013
- Faculty Scholarship September 6 2013
- Outstanding Service to...Enrollment Quality Diversity Board Jan 17 2012
- Tech Update (Spring 2012)