STUDENT LEARNING ASSESSMENT PROGRAM
SUMMARY FORM – 2020/2021

Degree and Program Name:	M.S. Ed. in Curriculum and Instruction

Submitted By:	**Daniel Carter, Graduate Coordinator**

PART ONE

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 5350, ELE 5260 and/or ELE/MLE 5270) have been completed, and **Completion Data** is obtained from the faculty members serving on the <u>Applied/ Action Research</u> **or** <u>Thesis Committee</u>.	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.)	**Entry Data** Unacceptable 0 % 0/57 Developing 100% 57/57 Proficient 0 % 0/57 No Basis 0% 0/57 **Mid-point Data** Unacceptable 0% 0/35 Developing 77% 27/35 Proficient 23% 8/35 No Basis 0% 0/35 **Completion Data** Does Not Meet 0% 0/38 Meets 32% 12/38 Exceeds 68% 26/38 No Basis 0% 0/38 **Upon completion of the program 100% (38/38) of the graduate candidates met or exceeded expectations for Standard 1.a.**	**Entry Level** and **Mid-point Data** are compiled by members of the graduate faculty, while **Completion Data** is obtained from the faculty members serving on the <u>Applied/ Action Research</u> or <u>Thesis Committees</u>. 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.
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 % 0/57 Developing 100% 57/57 Proficient 0 % 0/57 No Basis 0% 0/57	(Same as above.)

			Mid-point Data Unacceptable 0% 0/35 Developing 77% 27/35 Proficient 23% 8/35 No Basis 0% 0/35 **Completion Data** Does Not Meet 0% 0/38 Meets 39% 38/38 Exceeds 61% 23/38 No Basis 0% 0/38 **Upon completion of the program 100% (38/38) 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 % 0/57 Developing 100% 57/57 Proficient 0 % 0/57 No Basis 0% 0/57 **Mid-point Data** Unacceptable 0% 0/35 Developing 100% 35/35 Proficient 0% 0/35 No Basis 0% 0/35 **Completion Data** Does Not Meet 0% 0/38 Meets 3% 1/38 Exceeds 97% 37/38 No Basis 0% 0/38 **Upon completion of the program 100% (38/38) of the graduate candidates met or exceeded expectations for Standard 1.c.**	(Same as above.)
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 % 0/57 Developing 79% 45/57 Proficient 21% 12/57 No Basis 0% 0/57 **Mid-point Data** Unacceptable 0% 0/35 Developing 49% 17/35	(Same as above.)

			Proficient 51% 18/35 No Basis 0% 0/35 **Completion Data** Does Not Meet 0% 0/38 Meets 6% 2/38 Exceeds 94% 36/38 No Basis 0% 0/38 **Upon completion of the program 100% (38/38) 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 % 0/57 Developing 100% 57/57 Proficient 0 % 0/57 No Basis 0% 0/57 **Mid-point Data** Unacceptable 0% 0/35 Developing 83% 29/35 Proficient 17% 6/35 No Basis 0% 0/35 **Completion Data** Does Not Meet 0% 0/38 Meets 42% 16/38 Exceeds 58% 22/38 No Basis 0% 0/38 **Upon completion of the program 100% (38/38) of the graduate candidates met or exceeded expectations for Standard 1.e.**	(Same as above.)
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 % 0/57 Developing 100% 57/57 Proficient 0 % 0/57 No Basis 0% 0/57 **Mid-point Data** Unacceptable 0% 0/35 Developing 49% 17/35 Proficient 51% 18/35	(Same as above.)

			No Basis 0% 0/35	
			Completion Data Does Not Meet 0% 0/38 Meets 8% 3/38 Exceeds 92% 35/38 No Basis 0% 0/38 **Upon completion of the program 100% (38/38) 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.	Due to the online format of the C&I program, oral communication skills are not consistently assessed until the capstone stage. **Completion Data** is obtained from the faculty members serving on the <u>Applied/ Action Research</u> **or** <u>Thesis Committee</u>.	(Same as above.)	**Entry Data** Unacceptable 0 % 0/57 Developing 70% 40/57 Proficient 30% 17/57 No Basis 0% 0/57 **Mid-point Data** Unacceptable 0% 0/35 Developing 57% 20/35 Proficient 43% 15/35 No Basis 0% 0/35 **Completion Data** Does Not Meet 0% 0/38 Meets 39% 38/38 Exceeds 61% 23/38 No Basis 0% 0/38 **Upon completion of the program 100% (38/38) of the graduate candidates met or exceeded expectations for Standard 3.a.**	(Same as above.)
Advanced Candidate Assessment: 3.b. The graduate candidate demonstrates effective written communication skills.	(Same as above.)	(Same as above.)	**Entry Data** Unacceptable 0 % 0/57 Developing 100% 4/57 Proficient 0 % 0/57 No Basis 0% 0/57 **Mid-point Data** Unacceptable 0% 0/35 Developing 43% 15/35 Proficient 57% 20/35	(Same as above.)

			No Basis 0% 0/35	
			Completion Data	
			Does Not Meet 0% 0/38	
			Meets 32% 12/38	
			Exceeds 68% 26/38	
			No Basis 0% 0/38	
			Upon completion of the program 100% (38/38) 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 % 0/57 Developing 100% 57/57 Proficient 0 % 0/57 No Basis 0% 0/57 **Mid-point Data** Unacceptable 0% 0/35 Developing 77% 27/35 Proficient 23% 8/35 No Basis 0% 0/35 **Completion Data** Does Not Meet 0% 0/38 Meets 42% 16/38 Exceeds 58% 22/38 No Basis 0% 0/38 **Upon completion of the program 100% (38/38) of the graduate candidates met or exceeded expectations for Standard 3.c.**	(Same as above.)
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 % 0/57 Developing 100% 57/57 Proficient 0 % 0/57 No Basis 0% 0/57 **Mid-point Data** Unacceptable 0% 0/35 Developing 100% 35/35 Proficient 0% 0/35 No Basis 0% 0/35 **Completion Data**	(Same as above.)

			Does Not Meet 0% 0/38 Meets 13% 5/38 Exceeds 87% 33/38 No Basis 0% 0/38 **Upon completion of the program 100% (38/38) 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 % 0/57 Developing 100% 57/57 Proficient 0 % 0/57 No Basis 0% 0/57 **Mid-point Data** Unacceptable 0% 0/35 Developing 68% 17/35 Proficient 32% 8/35 No Basis 0% 0/35 **Completion Data** Does Not Meet 0% 0/38 Meets 6% 1/38 Exceeds 94% 38/38 No Basis 0% 0/38 **Upon completion of the program 100% (38/38) of the graduate candidates met or exceeded expectations for Standard 4.b.**	(Same as above.)
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 % 0/57 Developing 100% 57/57 Proficient 0 % 0/57 No Basis 0% 0/57 **Mid-point Data** Unacceptable 0% 0/35 Developing 57% 20/35 Proficient 43% 15/35 No Basis 0% 0/35 **Completion Data** Does Not Meet 0% 0/38 Meets 6% 2/38 Exceeds 94% 38/38	(Same as above.)

			No Basis 0% 0/38 **Upon completion of the program 100% (38/38) 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 % 0/57 Developing 100% 57/57 Proficient 0 % 0/57 No Basis 0% 0/57 **Mid-point Data** Unacceptable 0% 0/35 Developing 51% 18/35 Proficient 49% 17/35 No Basis 0% 0/35 **Completion Data** Does Not Meet 0% 0/38 Meets 61% 20/38 Exceeds 39% 15/38 No Basis 0% 0/38 **Upon completion of the program 100% (38/38) of the graduate candidates met or exceeded expectations for Standard 5.b.**	(Same as above.)
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 % 0/57 Developing 100% 57/57 Proficient 0 % 0/57 No Basis 0% 0/57 **Mid-point Data** Unacceptable 0% 0/35 Developing 100% 35/35 Proficient 0% 0/35 No Basis 0% 0/35	(Same as above.)

			Completion Data Does Not Meet 0% 0/38 Meets 29% 11/38 Exceeds 71% 27/38 No Basis 0% 0/38 **Upon completion of the program 100% (38/38) of the graduate candidates met or exceeded expectations for Standard 5.c.**	
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 % 0/57 Developing 100% 57/57 Proficient 0 % 0/57 No Basis 0% 0/57 **Mid-point Data** Unacceptable 0% 0/35 Developing 49% 17/35 Proficient 51% 18/35 No Basis 0% 0/35 **Completion Data** Does Not Meet 0% 0/38 Meets 37% 14/38 Exceeds 63% 24/38 No Basis 0% 0/38 **Upon completion of the program 100% (38/38) of the graduate candidates met or exceeded expectations for Standard 6.a.**	(Same as above.)
Advanced Candidate Assessment: 6.b. The graduate candidate demonstrates the ability to effectively work with the	(Same as above.)	(Same as above.)	**Entry Data** Unacceptable 0 % 0/57 Developing 100% 57/57 Proficient 0 % 0/57 No Basis 0% 0/57 -	(Same as above.)

community to promote the success of their clientele.			**Mid-point Data** Unacceptable 0% 0/35 Developing 63% 22/35 Proficient 37% 13/35 No Basis 0% 0/35- **Completion Data** Does Not Meet 0% 0/38 Meets 61% 23/38 Exceeds 39% 15/38 No Basis 0% 0/38 **Upon completion of the program 100% (38/38) 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 % 0/57 Developing 100% 57/57 Proficient 0 % 0/57 No Basis 0% 0/57 - **Mid-point Data** Unacceptable 0% 0/35 Developing 54% 19/35 Proficient 46% 16/35 No Basis 0% 0/35 - **Completion Data** Does Not Meet 0% 0/38 Meets 18% 7/38 Exceeds 82% 31/38 No Basis 0% 0/38 **Upon completion of the program 100% (38/38) 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 % 0/57 Developing 100% 57/57 Proficient 0 % 0/57 No Basis 0% 0/57 - **Mid-point Data** Unacceptable 0% 0/35 Developing 43% 15/35 Proficient 57% 20/35 No Basis 0% 0/35- **Completion Data** Does Not Meet 0% 0/38 Meets 37% 14/38 Exceeds 63% 24/38 No Basis 0% 0/38 **Upon completion of the program 100% (38/38) 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 % 0/57 Developing 100% 57/57 Proficient 0 % 0/57 No Basis 0% 0/57 -	(Same as above.)

			Mid-point Data Unacceptable 0% 0/35 Developing 92% 33/35 Proficient 8% 2/35 No Basis 0% 0/35 - **Completion Data** Does Not Meet 0% 0/38 Meets 89% 34/38 Exceeds 11% 4/38 No Basis 0% 0/38 **Upon completion of the program 100% (38/38) 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 % 0/57 Developing 100% 57/57 Proficient 0 % 0/57 No Basis 0% 0/57 - **Mid-point Data** Unacceptable 0% 0/35 Developing 31% 11/35 Proficient 69% 24/35 No Basis 0% 0/35 - **Completion Data** Does Not Meet 0% 0/38 Meets 39% 15/38 Exceeds 61% 23/38 No Basis 0% 0/38 **Upon completion of the program 100% (38/38) of the graduate candidates met or exceeded expectations for Standard 5.f.**	(Same as above.)

| Reading Teacher Content Area Standards | Candidates completed the Reading Teacher Content Area Test (#177 or #222) 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 or #222) in order to qualify for the Reading Teacher endorsement in Illinois. | **Passed** **Failed** **EIU** 15 (100%) 0 (0%) **State** 106 (88%) 14 (12%) **The state did not report for the 2020/2021 year…this pass/fail rate here is from 2019/2020.** | The candidates' scores are reported by ILTS to the Associate Dean's office in COE that in turn provides the information to the department chair, graduate coordinator, and reading faculty members. |

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:

- **Our MSED Curriculum and Instruction is fully online, which makes it more marketable and has options for:**
  - **ESL endorsement**
  - **Reading Teacher endorsement**
  - **Middle Level**
  - **Curriculum Development**
- **To more completely integrate research within the program, we now utilize a 3-course research prerequisite/sequence (EDU 5050 –Research I, EDU 5200 – Research II, EDU 5900 or 5950 – Action/Applied Research or Thesis)**
- **Graduate students continue to represent our program with excellence including:**
  - **Student recognition as King-Mertz and Hamand Scholar awardees**
  - **College of Education Thesis-of-the-Year Award for the sixth consecutive year**
- **Data indicate our success as graduate students demonstrated 100% pass rates on the Illinois Reading Teacher Content Test every semester during the review period. This continues the track record of 100% pass rate since the program moved to an entirely online format.**
- **We continue our efforts that earned First Choice recognition**
- **As requested, I have included the Advanced Candidate Assessment rubric (separate attachment in the email). Of special note within the assessment instrument is the emphasis in place for the newly adopted Ethical and Professional Responsibility graduate learning goal. The level of accountability for each graduate student is assessed at three stages throughout the program.**

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?

- **We have not used the data to much of an extent within the last year. The focus remains on attracting quality graduate students while maintaining the rigor and relevance of our program as we all adapt.**
- **The TLF department has formed a new graduate committee. One task in the coming year is to determine how student feedback can best be sought and utilized. Past student surveys have had very low response rates, so the method of seeking feedback will also be a priority. The committee formation also gives the graduate coordinator another resource for decision-making and analysis of the program.**

Department: Early Childhood, Elementary, & Middle Level Education
Degree and Program Name: M.S. Ed. in Curriculum and Instruction

Reviewer: Dr. Nikki Hillier, Graduate Assessment Coordinator, Graduate School

Category	Comments
Learning Objectives	The objectives for the program encompass all the graduate learning goals established by EIU's Council on Graduate Studies, and includes many other programmatic learning goals as well.
How, Where, and When Assessed	What your program is doing is quite impressive: assessing students several times through a variety of methods. Students are assessed when admitted, during the program, and at completion, and several methods are used for assessment, including self-assessments and state exams. That type of assessment seems helpful in determining when students' competencies improve, and identifying opportunities for improvement in the curriculum.
Expectations	Expectations are appropriate. Consider adding expectations for the formative assessment.
Results	Due to the low response rate of the survey, you may wish to consider another metric or revised survey approach in order to gain more robust data. The other measures used are outstanding and do capture valuable data. That all your students who take the Reading Teacher Content Area Test pass really shows the value of the program. Further, that you have been able to inspire more students to complete thesis projects as well the number of mentored projects demonstrates your department's dedication to scholarship and research. The quality of the research is clearly established though the number of publications, presentations, and several Thesis of the Year Awards.
How Results Will be Used	The feedback loop is in place with data being shared at the annual retreat, which seems like an appropriate time to discuss. Using the results to note the limited number of students engaging in thesis projects and improve those numbers is a notable and suitable use of the results.
Recommendations	The program is doing excellent work with assessment. For the next report, it would be helpful to provide the Advanced Candidate Assessment rubric for more clarity on how students are assessed. We also suggest evaluating the utility of the student survey as the response rate is low. You may consider 1) sending out a comprehensive survey, and students can respond to the parts that apply to them (for example, those who do not complete the ESL cert, would not complete that section) 2) offering incentives and/or 3) making it part of a class. Double-checking the report to ensure response rates match, to update name changes, and to verify the chronology would make the report clearer. We also recommend continuing the great progress in research and scholarship accomplishments.

The Council on Graduate Studies is evaluating assessment, learning goals, and future reporting schedules during the fall semester 2020.