STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM – 2021/2022

MSED in Curriculum & Instruction
Department of Teaching, Learning, & Foundations
College of Education
Submitted by: Daniel Carter, Graduate Coordinator

Part 1

CGS Learning Goal #1 A depth of content knowledge	Program Learning Goal(s): 1.a. The graduate candidate demonstrates a depth of content knowledge in the discipline. 1.c. The graduate candidate demonstrates the ability to apply content knowledge to practice. 5.d. The graduate candidate demonstrates an ability to provide evidence of differentiation of curricula. 5.e. The graduate candidate demonstrates an ability to provide evidence of inquiry based instruction.
How are learners assessed?	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., EDU 5200, EDU 5260 and/or EDU 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>.
What are the expectations for the students?	If pursuing Reading Teacher emphasis and completing the endorsement opportunity, 100% of the graduate candidates will pass the state content test. By the completion stage of assessment, all graduate candidates will receive meets/exceeds assessment ratings in the four learning goals identified in connection with the content knowledge learning goal.
What are the expectations for the program?	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.)

What were the results?				
	Entry Data Unacceptable 0 % Developing 100% Proficient 0 % No Basis 0%	**Entry Data** Unacceptable 0 % Developing 100% Proficient 0 % No Basis 0%	**Entry Data** Unacceptable 0 % Developing 100% Proficient 0 % No Basis 0%	**Entry Data** Unacceptable 0 % Developing 100% Proficient 0 % No Basis 0%
	Mid-point Data Unacceptable 0% Developing 79% Proficient 21% No Basis 0%	**Mid-point Data** Unacceptable 0% Developing 100% Proficient 0% No Basis 0%	**Mid-point Data** Unacceptable 0% Developing 32% Proficient 68% No Basis 0%	**Mid-point Data** Unacceptable 0% Developing 88% Proficient 12% No Basis 0%
	Completion Data Does Not Meet 0% Meets 29% Exceeds 71% No Basis 0% **Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 1.a.**	**Completion Data** Does Not Meet 0% Meets 0% Exceeds 100% No Basis 0% **Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 1.c.**	**Completion Data** Does Not Meet 0% Meets 23% Exceeds 77% No Basis 0% **Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 5.d.**	**Completion Data** Does Not Meet 0% Meets 76% Exceeds 24% No Basis 0% **Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 5.e.**

How are the results shared? How will these results be used?	**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 Applied/ Action Research or Thesis Committees. 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. In addition, the Graduate Coordinator attends the monthly meetings arranged by the department graduate committee. During these meetings, data is shared to inform dialogue and committee decision-making.

CGS Learning Goal #2: Critical thinking and problem-solving skills	Program Learning Goal(s): 2.a. The graduate candidate demonstrates an ability to provide evidence of critical thinking and problem solving. 2.b. The graduate candidate demonstrates the ability to effectively evaluate situations and identify an appropriate course of action.
How are learners assessed?	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., EDU 5200, EDU 5260 and/or EDU 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>.
What are the expectations for the students?	By the completion stage of assessment, all graduate candidates will receive meets/exceeds assessment ratings in the four learning goals identified in connection with the critical thinking and problem-solving learning goal.
What are the expectations for the program?	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.)
What were the results?	

<table>
<tr><td>

Entry Data
Unacceptable	0 %
Developing	100%
Proficient	0 %
No Basis	0%

- -

Mid-point Data
Unacceptable	0%
Developing	39%
Proficient	61%
No Basis	0%

- -

Completion Data
Does Not Meet	0%
Meets	9%
Exceeds	91%
No Basis	0%

</td><td>

Entry Data
Unacceptable	0 %
Developing	100%
Proficient	0 %
No Basis	0%

- -

Mid-point Data
Unacceptable	0%
Developing	39%
Proficient	61%
No Basis	0%

- -

Completion Data
Does Not Meet	0%
Meets	7%
Exceeds	93%
No Basis	0%

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	Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 2.a.	Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 2.b.	
How are the results shared? How will these results be used?	**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 Applied/ Action Research or Thesis Committees. 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. In addition, the Graduate Coordinator attends the monthly meetings arranged by the department graduate committee. During these meetings, data is shared to inform dialogue and committee decision-making.		

CGS Learning Goal #3: Effective oral and written communication skills	Program Learning Goal(s): 1.b. The graduate candidate demonstrates effective use of technology as appropriate. 3.a. The graduate candidate demonstrates effective oral communication skills. 3.b. The graduate candidate demonstrates effective written communication skills.
How are learners assessed?	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., EDU 5200, EDU 5260 and/or EDU 5270) have been completed, and **Completion Data** is obtained from the faculty members serving on the Applied/ Action Research or Thesis Committee.
What are the expectations for the students?	Graduate candidates will successfully complete IRB paperwork as well as successfully defend their thesis study if opting for that track. Candidates enrolled in Action Research will also successfully complete IRB paperwork and complete written work with meets/exceeds assessment ratings.

What are the expectations for the program?	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.)
What were the results?	

Entry Data
Unacceptable	0 %
Developing	100%
Proficient	0 %
No Basis	0%

- -

Mid-point Data
Unacceptable	0%
Developing	39%
Proficient	61%
No Basis	0%

- -

Completion Data
Does Not Meet	0%
Meets	9%
Exceeds	91%
No Basis	0%

Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 1.b.

Entry Data
Unacceptable	0 %
Developing	100%
Proficient	0 %
No Basis	0%

- -

Mid-point Data
Unacceptable	0%
Developing	43%
Proficient	57%
No Basis	0%

- -

Completion Data
Does Not Meet	0%
Meets	37%
Exceeds	63%
No Basis	0%

Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 3.a.

Entry Data
Unacceptable	0 %
Developing	100%
Proficient	0 %
No Basis	0%

- -

Mid-point Data
Unacceptable	0%
Developing	38%
Proficient	62%
No Basis	0%

- -

Completion Data
Does Not Meet	0%
Meets	28%
Exceeds	72%
No Basis	0%

Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 3.b.

How are the results shared? How will these results be used?	**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 Applied/ Action Research or Thesis Committees.
	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. In addition, the Graduate Coordinator attends the monthly meetings arranged by the department graduate committee. During these meetings, data is shared to inform dialogue and committee decision-making.

CGS Learning Goal #4: Evidence of advanced scholarship through research and/or creative activity.	Program Learning Goal(s): 4.a. The graduate candidate demonstrates an understanding of the role of research in the discipline. 4.b. The graduate candidate demonstrates the ability to conduct research and apply it to practice.
How are learners assessed?	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., EDU 5200, EDU 5260 and/or EDU 5270) have been completed, and **Completion Data** is obtained from the faculty members serving on the <u>Applied/ Action Research **or** Thesis Committee</u>. Degree seeking students submit a research request to the Institutional Review Board when enrolled in the Action Research or Thesis stage of the program.
What are the expectations for the students?	Graduate candidates will successfully complete all three stages of research courses. Graduate candidates will successfully complete IRB paperwork as well as successfully defend their thesis study if opting for that track. Candidates enrolled in Action Research will also successfully complete IRB paperwork and complete written work with meets/exceeds assessment ratings.
What are the expectations for the program?	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.)
What were the results?	

Entry Data		**Entry Data**	
Unacceptable	0 %	Unacceptable	0 %
Developing	100%	Developing	100%
Proficient	0 %	Proficient	0 %
No Basis	0%	No Basis	0%
- -		- -	
Mid-point Data		**Mid-point Data**	
Unacceptable	0%	Unacceptable	0%
Developing	100%	Developing	100%
Proficient	0%	Proficient	0%
No Basis	0%	No Basis	0%
- -		- -	
Completion Data		**Completion Data**	
Does Not Meet	0%	Does Not Meet	0%

	Meets 12% Exceeds 88% No Basis 0% **Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 4.a.**	Meets 7% Exceeds 93% No Basis 0% **Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 4.b.**
How are the results shared? How will these results be used?	**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. In addition, the Graduate Coordinator attends the monthly meetings arranged by the department graduate committee. During these meetings, data is shared to inform dialogue and committee decision-making.	

CGS Learning Goal #5: Ethics and Professional Responsibility	Program Learning Goal(s): 1.d. The graduate candidate demonstrates an understanding and respect for professional ethics in the discipline. 1.e. The graduate candidate demonstrates a respect for the professional environment through their honesty, integrity, and professionalism. 3.c. The graduate candidate demonstrates effective, fair, and honest communication considering not only the message but also the audience. 5.a. The graduate candidate demonstrates an understanding of individual differences in clientele. 5.b. The graduate candidate demonstrates a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace. 5.c. The graduate candidate demonstrates a respect for individual differences through the use of rich and varied approaches. 5.f. The graduate candidate demonstrates an ability to engage in reflective practice.

	6.a. The graduate candidate demonstrates the ability to collaborate with other professionals to promote the success of their clientele. 6.b. The graduate candidate demonstrates the ability to effectively work with the community to promote the success of their clientele.
How are learners assessed?	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., EDU 5200, EDU 5260 and/or EDU 5270) have been completed, and **Completion Data** is obtained from the faculty members serving on the <u>Applied/ Action Research or</u> <u>Thesis Committee</u>. Degree seeking students submit a research request to the Institutional Review Board when enrolled in the Action Research or Thesis stage of the program.
What are the expectations for the students?	Graduate students will maintain integrity in scholarship and research practices. Each will successfully complete IRB expectations for research and creative activity.
What are the expectations for the program?	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.)
What were the results?	

Entry Data Unacceptable 0 % Developing 100% Proficient 0 % No Basis 0%	**Entry Data** Unacceptable 0 % Developing 100% Proficient 0 % No Basis 0%	**Entry Data** Unacceptable 0 % Developing 100% Proficient 0 % No Basis 0%	**Entry Data** Unacceptable 0 % Developing 100% Proficient 0 % No Basis 0%	**Entry Data** Unacceptable 0 % Developing 100% Proficient 0 % No Basis 0%
Mid-point Data Unacceptable 0% Developing 43% Proficient 57% No Basis 0%	**Mid-point Data** Unacceptable 0% Developing 79% Proficient 21% No Basis 0%	**Mid-point Data** Unacceptable 0% Developing 46% Proficient 54% No Basis 0%	**Mid-point Data** Unacceptable 0% Developing 36% Proficient 64% No Basis 0%	**Mid-point Data** Unacceptable 0% Developing 53% Proficient 47% No Basis 0%

- -	- -	- -	- -	- -
Completion Data	**Completion Data**	**Completion Data**	**Completion Data**	**Completion Data**
Does Not Meet 0%	Does Not Meet 0%	Does Not Meet 0%	Does Not Meet 0%	Does Not Meet 0%
Meets 7%	Meets 36%	Meets 37%	Meets 5%	Meets 46%
Exceeds 93%	Exceeds 64%	Exceeds 63%	Exceeds 95%	Exceeds 54%
No Basis 0%	No Basis 0%	No Basis 0%	No Basis 0%	No Basis 0%
Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 1.d.	**Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 1.e.**	**Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 3.c.**	**Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 5.a.**	**Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 5.b.**

Entry Data	**Entry Data**	**Entry Data**	**Entry Data**
Unacceptable 0 %	Unacceptable 0 %	Unacceptable 0 %	Unacceptable 0 %
Developing 100%	Developing 100%	Developing 100%	Developing 100%
Proficient 0 %	Proficient 0 %	Proficient 0 %	Proficient 0 %
No Basis 0%	No Basis 0%	No Basis 0%	No Basis 0%
- -	- -	- -	- -
Mid-point Data	**Mid-point Data**	**Mid-point Data**	**Mid-point Data**
Unacceptable 0%	Unacceptable 0%	Unacceptable 0%	Unacceptable 0%
Developing 100%	Developing 39%	Developing 47%	Developing 66%
Proficient 0%	Proficient 61%	Proficient 53%	Proficient 34%
No Basis 0%	No Basis 0%	No Basis 0%	No Basis 0%
- -	- -	- -	- -
Completion Data	**Completion Data**	**Completion Data**	**Completion Data**
Does Not Meet 0%	Does Not Meet 0%	Does Not Meet 0%	Does Not Meet 0%
Meets 26%	Meets 31%	Meets 33%	Meets 57%
Exceeds 74%	Exceeds 69%	Exceeds 67%	Exceeds 43%
No Basis 0%	No Basis 0%	No Basis 0%	No Basis 0%

	Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 5.c.	Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 5.f.	Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 6.a.	Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 6.b.
How are the results shared? How will these results be used?	**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. In addition, the Graduate Coordinator attends the monthly meetings arranged by the department graduate committee. During these meetings, data is shared to inform dialogue and committee decision-making.			

Part 2

Assessment Accomplishments:

- Our MSED Curriculum and Instruction is fully online and has options for:
    - ESL (state endorsement)
    - Reading Teacher (state endorsement)
    - Curriculum Development
- We continue to have success integrating research within the program by utilizing 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 seventh consecutive year
    - Membership on GSAC
    - William's Travel Grants
    - IATE co-presentation with TLF faculty
- Data indicate our success as graduate students demonstrated once again 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 and anticipate participation in the EIU Graduate Program of Excellence
- We welcomed the adoption of the Ethical and Professional Responsibility graduate learning goal. I have emphasized the number of learning objectives we associate with this goal at all three stages of assessment within our program.

Part 3

- CGS approved graduate catalog alignment updates that reflect the endorsement expectations required by the state. The sequence of courses and expectations in areas of emphasis for ESL and Reading now align perfectly with those state requirements.
- The department graduate committee's new formation and operation in the assessment year has provided the graduate coordinator another resource for decision-making and analysis of the program.
- Based on data results, interactions with IRB personnel, and faculty input, the committee is exploring the potential for a capstone course to complement the current thesis and action/applied research options. The capstone as a third option could emphasize application and be another way to assess professional responsibility. Again this discussion point is in the preliminary stages.