

STUDENT LEARNING ASSESSMENT PROGRAM SUMMARY FORM – 2023/2024

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., 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 or 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 80% Proficient 20% No Basis 0%	Mid-point Data Unacceptable 0% Developing 100% Proficient 0% No Basis 0%	Mid-point Data Unacceptable 0% Developing 29% Proficient 71% No Basis 0%	Mid-point Data Unacceptable 0% Developing 91% Proficient 9% No Basis 0%
	Completion Data Does Not Meet 0% Meets 30% Exceeds 70% No Basis 0%	Completion Data Does Not Meet 0% Meets 0% Exceeds 100% No Basis 0%	Completion Data Does Not Meet 0% Meets 18% Exceeds 82% No Basis 0%	Completion Data Does Not Meet 0% Meets 75% Exceeds 25% No Basis 0%
	Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 1.a.	Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 1.c.	Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 5.d.	Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 5.e.

<p>How are the results shared? How will these results be used?</p>	<p>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>.</p> <p>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.</p>
<p>CGS Learning Goal #2: Critical thinking and problem-solving skills</p>	<p>Program Learning Goal(s):</p> <p>2.a. The graduate candidate demonstrates an ability to provide evidence of critical thinking and problem solving.</p> <p>2.b. The graduate candidate demonstrates the ability to effectively evaluate situations and identify an appropriate course of action.</p>
<p>How are learners assessed?</p>	<p>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>.</p>
<p>What are the expectations for the students?</p>	<p>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.</p>
<p>What are the expectations for the program?</p>	<p>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.)</p>

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%	
	Mid-point Data Unacceptable 0% Developing 35% Proficient 65% No Basis 0%		Mid-point Data Unacceptable 0% Developing 35% Proficient 65% No Basis 0%	
	Completion Data Does Not Meet 0% Meets 9% Exceeds 91% No Basis 0%		Completion Data Does Not Meet 0% Meets 10% Exceeds 90% No Basis 0%	
	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.	

<p>How are the results shared? How will these results be used?</p>	<p>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>.</p> <p>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.</p>
<p>CGS Learning Goal #3: Effective oral and written communication skills</p>	<p>Program Learning Goal(s):</p> <p>1.b. The graduate candidate demonstrates effective use of technology as appropriate.</p> <p>3.a. The graduate candidate demonstrates effective oral communication skills.</p> <p>3.b. The graduate candidate demonstrates effective written communication skills.</p>
<p>How are learners assessed?</p>	<p>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>.</p>
<p>What are the expectations for the students?</p>	<p>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.</p>
<p>What are the expectations for the program?</p>	<p>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.)</p>

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%
	Mid-point Data Unacceptable 0% Developing 40% Proficient 60% No Basis 0%	Mid-point Data Unacceptable 0% Developing 39% Proficient 61% No Basis 0%	Mid-point Data Unacceptable 0% Developing 31% Proficient 69% No Basis 0%
	Completion Data Does Not Meet 0% Meets 10% Exceeds 90% No Basis 0% Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 1.b.	Completion Data Does Not Meet 0% Meets 39% Exceeds 61% No Basis 0% Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 3.a.	Completion Data Does Not Meet 0% Meets 26% Exceeds 74% No Basis 0% Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 3.b.

<p>How are the results shared? How will these results be used?</p>	<p>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>.</p> <p>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.</p>
<p>CGS Learning Goal #4: Evidence of advanced scholarship through research and/or creative activity.</p>	<p>Program Learning Goal(s):</p> <p>4.a. The graduate candidate demonstrates an understanding of the role of research in the discipline.</p> <p>4.b. The graduate candidate demonstrates the ability to conduct research and apply it to practice.</p>
<p>How are learners assessed?</p>	<p>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>. Degree seeking students submit a research request to the Institutional Review Board when enrolled in the Action Research or Thesis stage of the program.</p>
<p>What are the expectations for the students?</p>	<p>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.</p>
<p>What are the expectations for the program?</p>	<p>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</p>

	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%	
	Mid-point Data Unacceptable 0% Developing 100% Proficient 0% No Basis 0%		Mid-point Data Unacceptable 0% Developing 100% Proficient 0% No Basis 0%	
	Completion Data Does Not Meet 0% Meets 10% Exceeds 90% No Basis 0%		Completion Data Does Not Meet 0% Meets 8% Exceeds 92% No Basis 0%	
	Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 4.a.		Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 4.b.	

<p>How are the results shared? How will these results be used?</p>	<p>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>.</p> <p>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.</p>
<p>CGS Learning Goal #5: Ethics and Professional Responsibility</p>	<p>Program Learning Goal(s):</p> <ul style="list-style-type: none"> 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.
<p>How are learners assessed?</p>	<p>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.</p>

	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 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 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?	<table><tr><td>Entry Data Unacceptable 0 % Developing 100% Proficient 0 % No Basis 0%</td><td>Entry Data Unacceptable 0 % Developing 100% Proficient 0 % No Basis 0%</td><td>Entry Data Unacceptable 0 % Developing 100% Proficient 0 % No Basis 0%</td><td>Entry Data Unacceptable 0 % Developing 100% Proficient 0 % No Basis 0%</td><td>Entry Data Unacceptable 0 % Developing 100% Proficient 0 % No Basis 0%</td></tr><tr><td>Mid-point Data Unacceptable 0% Developing 43% Proficient 57% No Basis 0%</td><td>Mid-point Data Unacceptable 0% Developing 80% Proficient 20% No Basis 0%</td><td>Mid-point Data Unacceptable 0% Developing 46% Proficient 54% No Basis 0%</td><td>Mid-point Data Unacceptable 0% Developing 31% Proficient 69% No Basis 0%</td><td>Mid-point Data Unacceptable 0% Developing 51% Proficient 49% No Basis 0%</td></tr></table>					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 80% Proficient 20% No Basis 0%	Mid-point Data Unacceptable 0% Developing 46% Proficient 54% No Basis 0%	Mid-point Data Unacceptable 0% Developing 31% Proficient 69% No Basis 0%	Mid-point Data Unacceptable 0% Developing 51% Proficient 49% 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%	Entry Data Unacceptable 0 % Developing 100% Proficient 0 % No Basis 0%											
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	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%	Mid-point Data Unacceptable 0%	Mid-point Data Unacceptable 0%	Mid-point Data Unacceptable 0%	

	Developing 100% Proficient 0% No Basis 0%	Developing 22% Proficient 78% No Basis 0%	Developing 47% Proficient 53% No Basis 0%	Developing 62% Proficient 38% No Basis 0%
	Completion Data Does Not Meet 0% Meets 25% Exceeds 75% No Basis 0% Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 5.c.	Completion Data Does Not Meet 0% Meets 30% Exceeds 70% No Basis 0% Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 5.f.	Completion Data Does Not Meet 0% Meets 31% Exceeds 69% No Basis 0% Upon completion of the program 100% of the graduate candidates met or exceeded expectations for Standard 6.a.	Completion Data Does Not Meet 0% Meets 56% Exceeds 44% No Basis 0% 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?	<p>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>.</p> <p>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.</p>			

Part 2

Assessment Accomplishments:

- Our MSSED 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
 - Membership on GSAC
 - William's Travel Grants
 - IATE co-presentation with TLF faculty
- Data indicate our success in the reading emphasis as graduate students demonstrated once again a 100% pass rate 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 are actively applying for the EIU Graduate Program of Excellence recognition (presentation given to GSAC 10/15/24). *Information from the presentation is included in the submission of this summary as a separate document.*

Part 3

- The sequence of courses and expectations in areas of emphasis for ESL and Reading align with state requirements – this is proving advantageous with increased participation in these area.
- The graduate coordinator continues as an ex-officio member on the department graduate committee.
- The Course Project Review procedures issued by IRB will be welcomed and adhered to as the Action Research course is instructed fall '24.

