**Category** | **Level** | **Comments**
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**Learning Objectives** | Level 2, Social Science Teaching | Objectives are clear and measurable for the most part. There are undoubtedly student behaviors embedded in the Illinois Learning Standards and the Ten Thematic Strands that are the actual objectives here. Objective 5 is not really a student learning objective; it is a goal for the program itself.

**How, Where, and When Assessed** | Level 2, Social Science Teaching | Using State exams and portfolio for assessment provides good direct assessment of student learning. It is clear how the tests are scored and monitored and how the committee uses the portfolio. How does the assessment at the course level work in this program? Are particular assignments placed into the portfolio for summative assessment or does formative assessment occur as the students take courses and progress through the program? You mention that effective writing and oral skills are assessed, but it isn’t clear how that assessment takes place; it looks like 3400 is the site.

**Expectations** | Level 2, Social Science Teaching | Expectations are specific and describe student behaviors that are linked to the objectives.

**Results** | Level 2, Social Science Teaching | Results are being collected and analyzed. It is a good idea to try to separate out your APTST scores from the students majoring in HIS. Are you concerned about the scores for Test 121? It looks like a big difference between students who took this exam and those who took the other tests. Are students being tested on subject matter that we don’t require? The changes that the program are monitoring look to be improving the program.

**How Results Will be Used** | Level 2, Social Science Teaching | A feedback loop is suggested since the Social Science Studies Program Committee reviews the ICTS tests and portfolios.

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* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association. These levels are approximations based on the information provided in the summaries. Please refer to the checklist for the Primary Traits listed for each level on the assessment web site at [www.eiu.edu/~assess](http://www.eiu.edu/~assess).