**Student Learning Assessment Program**

## Response to Summary Form

**Graduate Program 2018**

Department: Political Science

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, M.A. Political Science | Objectives are clear, programmatic, and measurable and have incorporated the graduate learning goals established by CGS. |
| **How, Where, and When Assessed** | Level 3, M.A. Political Science | This plan incorporates direct and indirect measures with rubrics used to assess coursework/thesis, the alumni survey, and conference presentations, so you have multiple and varied instruments, which is good. Assessing a paper and/or presentation in the student’s first semester in the program is a good idea. If you can apply rubrics, you could apply the same measures at the end of the student’s career to show growth across the program. Losing the comprehensive exam with your curriculum revisions should not be a problem as long as you are still assessing content knowledge to provide data on any student learning gaps. |
| **Expectations** | Level 3, M.A. Political Science | Expectations match the instruments used and are specifically set based on where students are in the curriculum, which is a solid practice and will help you measure the value added by your program. |
| **Results** | Level 3, M.A. Political Science | Data are collected and used to assure that students are meeting the expected learning outcomes. The change to a capstone project appears to have served the program well. Your D2L orientation/resource page is a good idea for your on-line and f2f students. |
| **How Results Will be Used** | Level 3, M.A. Political Science | The feedback loop includes the graduate coordinator, faculty, and the department chair and seems to be working well. Changes have been made to improve student learning, and more will be done to work on increasing research skills. Congratulations on your placements and student awards! |

The next report for this program is due June 15, 2020. Assessment data collection and analysis should continue across this two-year period.

1. \* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association/Higher Learning Commission. These levels are approximations based on the information provided in the summaries. Please refer to the checklist on the assessment web site ([www.eiu.edu/~assess](http://www.eiu.edu/~assess)) for the Primary Traits listed for each level. [↑](#footnote-ref-1)