**Student Learning Assessment Program**

## Response to Summary Form

**Graduate Program 2018**

Department: Communication Studies

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, M.A. Communication Studies | Objectives are discipline-specific and relate to program goals. Each of the CGS goals for graduate education has been adopted by the program.  |
| **How, Where, and When Assessed** | Level 2-3, M.A. Communication Studies | Your assessment plan has multiple direct assessment measures, which is the meat of assessing student learning, but you may want to include indirect assessment as well in the form of exit surveys/interviews and/or alumni surveys. You cite some student preferences in Parts II and III, so I’m wondering if you are using some kind of exit survey or informal way to collect student feedback. |
| **Expectations** | Level 3, M.A. Communication Studies | Good detail here for the most part. You give criteria that you expect to see with your measures that are clear and specific. Setting up expectations for competency and high competency is an excellent practice for graduate programs since you expect the majority of graduate students to meet expectations, but you are setting a higher bar, which is commendable. |
| **Results** | Level 3, M.A. Communication Studies | Parts Two and Three make it clear that you are looking at assessment results and acting on the data you have analyzed, which is the point of assessing student learning. I’m pleased to hear that your assessment plan is showing you and your students the growth they are experiencing as a result of your program. |
| **How Results Will be Used** | Level 3, M.A. Communication Studies | The graduate coordinator, graduate committee, and graduate faculty are all part of the feedback loop. The change to the curriculum with eliminating the comprehensive exam and adding a course where students can begin to think about their thesis shows the power of using good assessment data to improve student learning. I will be interested to hear how your weekly writing groups work out; that’s a great opportunity for students to work on their thesis or projects with faculty mentors. |

This program is ready for a two-year reporting cycle since assessment seems to be part of the culture of the program. Well done! 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. 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). [↑](#footnote-ref-1)