**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Programs 2017**

Department: History

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.A. History | Objectives are clear, measurable and describe student behaviors. The undergraduate learning goals of responsible citizenship, critical thinking, writing and reading, quantitative reasoning, and speaking have been adopted by the program.  |
| **How, Where, and When Assessed** | Level 2-3, B.A. History | You have rubrics in place to assess student artifacts, so that is very good. Your book review rubric is clear for the most part and provides specific criteria for each category. You might think about adding a couple of details to the cell that describes competent organization (perhaps something like “uses topic sentences to support the thesis”) in order to aid a new user in what you mean by “reasonably well organized.” The changes you have made to the source analysis rubric should be helpful; the revised rubric shows distinct levels of attainment that were a bit fuzzy in its predecessor. You have a planned alumni survey that will provide indirect data to supplement the direct data as well. Let me know if you would like feedback on that as you construct it. You may also want to consider an exit interview or survey to grab information as students are exiting your program; the questions could be the same or similar to ones on the alumni survey. |
| **Expectations** | Level 3, B.A. History | Expectations are clear in the rubrics provided and you have indicated the percentages of students expected to attain and exceed expectations. The rubrics make clear what skills you want to see in your student work. Having students who consistently have issues with citing sources or other issues meet with a graduate tutor is a good idea. |
| **Results** | Level 2-3, B.A. History | Results are being collected and used. I was thrilled to see quantitative data from a department outside of the College of Sciences! History is on the leading edge here. |
| **How Results Will be Used** | Level 3, B.A. History | The feedback loop is in place with a newly formed assessment committee taking the lead and faculty in designated core courses submitting data for the direct assessment of student learning. The new plan seems very efficient and should produce information on student learning in key points in the curriculum. |

You are making good progress. The changes over the last year or two have made a positive impact on your plan.

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)