**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Programs 2018**

Department: History

|  |  |  |
| --- | --- | --- |
| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.A. History | Objectives are clear, measurable and describe student behaviors. All five undergraduate learning goals have been adopted by this program. |
| **How, Where, and When Assessed** | Level 2-3, B.A. History | Incorporating data from your new capstone course would be a good way to have summative data on your majors’ accomplishments as they are about to graduate, and that research project looks like an excellent artifact to provide a wealth of information. Surveying students as they complete the program is a very good practice, but you could also incorporate data from an alumni survey every few years. These two groups provide different perspectives, so you could always do 2 or 3 years of an exit survey and then do an alumni survey. Alumni data can sometimes tell you about how your majors use your degrees, which can be illuminating. I suspect that the exit survey may also inform objectives other than just goal 6 if you ask about the whole of their experiences as majors. |
| **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. |
| **Results** | Level 2-3, B.A. History | Results are being collected and used for most of the goals. Did you have students present research for goal 5? There are no results in this cell? How will you use the results? It seems like your students are doing well overall, but where they do not meet expectations, what are you thinking for improving student learning? |
| **How Results Will be Used** | Level 3, B.A. History | The feedback loop is in place with the assessment committee taking the lead and faculty in designated core courses submitting data for the direct assessment of student learning. Data are disseminated and discussed at the annual retreat. |

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)