**Student Learning Assessment Program**

## Response to Summary Form

**Graduate Programs 2018**

Department: History

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, M.A. History | Objectives are clear, specific, and discipline-specific. All goals established by CGS have been incorporated into the program’s objectives. |
| **How, Where, and When Assessed** | Level 3, M.A. History | You are using both direct and indirect measures here, so your plan describes multiple methods for data collection. You are using coursework and the comprehensive exam for direct measures and an exit interview for indirect, so you have a well-rounded set of measures for graduate study. It sounds as if the revision of the rubric was productive in clarifying both expectations and learning outcomes. |
| **Expectations** | Level 2-3, M.A. History | Expectations have been established for direct and indirect measures. Some good details here on what qualities you want to see in the research papers/theses. You mention “developing mastery” for objective one. Are you looking at seminar papers to determine growth across the program? If so, you might want to structure expectations that way. |
| **Results** | Level 2-3, M.A. History | Results are reported for each measure chosen and for direct and indirect instruments. Overall, are you seeing any trends in your assessment data? The new workshops you are planning may help provide the clarity students asked for in the exit survey. |
| **How Results Will be Used** | Level 3, M.A. History | Feedback loop is in place and seems to be working well. The changes to the exam dates and the workshops seems like good solutions to issues faced by students with the comprehensive exams. |

Given the changes established over the last couple of years, assessment seems well-established in this program. Although assessment should be on-going, this program can move to a two-year reporting cycle. The next report will be due **June 15, 2020**.

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)