Student Learning Assessment Program

## Response to Summary Form

**Graduate Programs 2017**

Department: Technology

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, M.S. Technology  | These objectives are programmatic and measurable. All of the CGS goals for graduate education have been addressed. |
| **How, Where, and When Assessed** | Level 3, M.S. Technology  | This is a plan that includes a nice balance of measures; you have both direct and indirect measures, and your surveys are meant for different audiences, so you collect feedback from more than one constituency. For objective one, where does assessment take place? Is it connected to a course or do students present research in a forum of some kind? The use of rubrics should provide consistency across courses and cohorts, and will also give students a clear picture of the skills and abilities you expect them to learn. This is a good plan and seems integrated into the regular teaching and learning work of the department.  |
| **Expectations** | Level 3, M.S. Technology  | Expectations are specific and match the measures described. You have some good details here from your rubrics. |
| **Results** | Level 3, M.S. Technology  | Results are being collected and used. You mention changes to the program in Part Three; it would be good to connect the specific assessment data that led you to make those changes. Such connections show accreditors and other constituents how the data collected is used to improve student learning. Your indirect data on student and employer satisfaction is very good. |
| **How Results Will be Used** | Level 3, M.S. Technology  | The feedback loop appears to be in place with all the faculty and department committees involved. Having discussions of the data and ways to improve student learning routinely on the agenda of the graduate committee shows that assessment is integrated into the program. Since you have two new programs beginning in FA17, you will need to develop assessment plans for those programs or decide if the current plan is broad enough to cover all programs in the School of Technology. |

While assessment of student learning outcomes should be ongoing, this plan is mature enough to continue on the two-year reporting cycle. The next plan will be due on **June 15, 2019**.

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)