**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Program 2013**

Department: Women’s Studies

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, Women’s Studies minor | The objectives here are clear and programmatic. All four undergraduate learning goals have been incorporated into the objectives for the minor, so the plan presents a good blend of discipline-specific and University-wide goals. They are measurable and clear.  |
| **How, Where, and When Assessed** | Level 2, Women’s Studies minor | You are making good progress every year, so do not feel as if you are attempting to get to a point where the plan is complete and perfect. Assessment is a continual process and the data you are gathering and analyzing as well as the work you are doing show that you are engaged in the learning of your students and assuring that they reach the goals you have set for them. A portfolio is certainly a good idea to showcase the work across the program. I would suggest embedding it into a course or students will simply not do it. If you are uncertain who will end up minoring in WST from the WST 2309 course, you could make it a practice of saving data/artifacts from those sections and then parsing out the minors as they declare.  |
| **Expectations** | Level 2, Women’s Studies minor | This part will evolve as you examine several years of data, but you may want to establish where you expect students to be at the beginning point and where at the end point of your program. It is fine to have lower expectations for sophomores than for seniors—especially if you want to show growth of skills or knowledge across the curriculum. |
| **Results** | Level 2, Women’s Studies minor | Data are being collected for the established courses, so that is good progress. What do these data tell you about student learning in your program? Is anything surprising? Anything you want to watch for in coming years? More analysis of the data and what they mean will be useful in future reports. |
| **How Results Will be Used** | Level 2-3, Women’s Studies minor | This interdisciplinary committee continues to work well together to plan for the assessment of student learning and to share the data with the faculty as a whole. You may want to examine Qualtrics as a way to gather your data; it appears to be very easy to use and can allow for anonymous collection and data reports. It seems pretty robust. CATS can fill you in, but EIU has bought a license and we’re using it for the global survey and the upcoming NCA survey and it seems pretty easy to use and helpful. |

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)