**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Program 2016**

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, measurable, and programmatic. Four of the five undergraduate learning goals have been adopted by this minor: responsible citizenship, critical thinking, speaking, and writing. |
| **How, Where, and When Assessed** | Level 2, Women’s Studies minor | You have a direct measure in the form of the rubric applied to artifacts from two key courses and the exit survey provides indirect data, so you have both kinds of data collected. The planned portfolio will also provide additional data. |
| **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. What, for example do you mean by “score higher?” Is there a particular level of growth you are hoping to see?  |
| **Results** | Level 2, Women’s Studies minor | On your next report, please include the number of students for whom you are reporting averages. It would also be helpful to include the scales along with the averages. |
| **How Results Will be Used** | Level 2-3, Women’s Studies minor | Feedback loop is in place. You have planned a new minor, so you are using data to make improvements to the curriculum. As you continue to refine your assessment plan, you will want to include more analysis of the data you are collecting. What do the data tell you about student learning in your program? At what do students excel? Are there any gaps or weak points in their knowledge or skills that you want to strengthen? |

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)