**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Programs 2018**

Department: Family and Consumer Sciences

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, Family and Consumer Sciences, B.S. | Objectives are clear, programmatic, and measurable. All five of the undergraduate learning goals are incorporated into the objectives for this program.  |
| **How, Where, and When Assessed** | Level 2, Family and Consumer Sciences, B.S. | I know that Ay17 was a re-building year for your assessment plan, and with 2018 bringing re-structuring, you are experiencing some flux and uncertainty. However, you have made some good progress this year. Your measures for objective 1 encompass the 2000-level, the 3000-level, and the end of the program, and include 2 assignments and the internship evaluation, so they are multiple and direct. Do you have rubrics planned to use for the assignments? It appears so from the expectations, but it is not completely clear here. For some of the other objectives you have one assignment listed for each objective. This is a good start, but you should try to assess each objective with more than one assignment across the course of the curriculum. |
| **Expectations** | Level 2, Family and Consumer Sciences, B.S. | Expectations are given for each of the measures.  |
| **Results** | Level 2, Family and Consumer Sciences, B.S. | Results are collected and reported for the measures listed. What do your results tell you besides that students are meeting your expectations? Are there trends to watch? |
| **How Results Will Be Used** | Level 2, Family and Consumer Sciences, B.S. | The assessment chair discusses the report at a faculty meeting, so it is clear you are involving all the faculty? Who is assessing the assignments in the courses? Are the course instructors doing that or the assessment committee? |

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/Higher Learning Commission. These levels are approximations based on the information provided in the summaries. Please refer to the checklist on the assessment web site ([www.eiu.edu/~assess](http://www.eiu.edu/~assess)) for the Primary Traits listed for each level. [↑](#footnote-ref-1)