**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Programs 2018**

Department: Interdisciplinary Pre-law minor

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, Pre-law minor | Objectives are clear and programmatic. Four of the five undergraduate learning goals have been adopted: writing, speaking, responsible citizenship, and critical thinking. |
| **How, Where, and When Assessed** | Level 2-3, Pre-law minor | You have identified specific courses to be used as sites for collecting data. The expectations section makes it clear that you are using primary trait analysis to assess artifacts from the chosen courses. You may want to try to embed your responsible citizenship survey into a course to increase the response rate. Alternatively, you may want to offer an incentive for completion. Otherwise, you will probably continue to have a low response rate. |
| **Expectations** | Level 2-3, Pre-law minor | Expectations have been established for meeting, not meeting and exceeding expectations for measures outlined. Expectations are proving useful to see student achievement of outcomes for the program. Are you using a 5, 4, or 3 point Likert scale for the responsible citizenship survey? |
| **Results** | Level 2-3, Pre-law minor | You are clearly collecting and using results, which is the whole point, after all, of assessment. Continue to include information on what the numbers tell you about student learning and the program’s response to that information. You have made changes to help improve students’ critical thinking skills, so it will be interesting to see these results. This is an area that many programs are struggling with. |
| **How Results Will be Used** | Level 3, Pre-law minor | The feedback loop is in place. Data resulting from the assessment plan helped to point to areas for improvement, so results are being used to affect student learning. The new 3+3 program with Northern sounds promising for generating student interest in the minor. |

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)