**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Program 2017**

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. Collecting 2 artifacts from your required courses seems to have yielded additional data and information on these courses, so that’s a positive step. Do you plan to continue this or was it a one time collection? |
| **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. Congratulations on collecting portfolios! I know you have been planning to do that for a couple of years. Do you have data on the portfolios yet? You are reporting pre- and post-survey data, so I’m assuming those are average scores from the rubric applied to the WSY 2309 and 4309 couress, is that correct?  |
| **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? As you propose the sexuality studies minor, please keep in mind the undergraduate learning goals work for any new general education course; this will save you from having to bring the course back through CAA in a year or two. |

You are making good progress. Please let me know if I can help as you continue to work on your plan.

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)