**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Program 2018**

Department: Women’s, Gender, and Sexuality Studies

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, Women’s, Gender, and Sexuality 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. I might suggest that your objectives omit language such as “this essay/exam” because you want the students to do the learning and the demonstrating through the various artifacts. So, “students will demonstrate critical thinking about gender issues. . .” and so forth to put the emphasis on student learning. |
| **How, Where, and When Assessed** | Level 2, Women’s, Gender, and Sexuality Studies minor | You have a direct measure in the form of the rubric applied to artifacts from two key courses and the portfolio, and the exit survey provides indirect data, so you have both kinds of data in the plan. Are you going to continue with the survey or do you need to remove that due to lack of administrative help? |
| **Expectations** | Level 2, Women’s, Gender, and Sexuality Studies minor | As you examine data, you may want to set a specific bar for attainment at the conclusion of the minor other than “higher” at the 4000-level than the 2000-level. In looking at your scores you may want to say that all 4000-level students score at least a 3 out of a 4 on your rubric, for example. |
| **Results** | Level 2, Women’s, Gender, and Sexuality Studies minor | Some results are collected, and you are showing good growth from the sophomore to the senior year, so that’s great! On your next report, please include the number of students for whom you are reporting averages. Do you have data on the portfolios yet? If you put your survey into Qualtrics, it’s pretty easy to see and share the data, and all the students need is an email link to complete it. That can cut out some of the data entry and administration hassle. Ryan Gibson is the guru on campus for that, but I’d be happy to help as well. |
| **How Results Will be Used** | Level 2-3, Women’s, Gender, and Sexuality Studies minor | Feedback loop is in place with an assessment committee gathering and sharing data. |

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)