Student Learning Assessment Program

## Response to Summary Form

**Undergraduate Programs 2017**

Department: School of Technology

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.S. Career and Technical Education | Objectives are specific, programmatic, and measurable. Four of the five undergraduate learning goals have been adopted by the program: critical thinking, writing, speaking, and responsible citizenship. CAA/CASL have the goal of each of the undergraduate programs adopting all of the undergraduate learning goals, so you may want to consider how you can incorporate quantitative reasoning into your program.  |
| **How, Where, and When Assessed** | Level 3, B.S. Career and Technical Education | Each objective has multiple measures and data collection points across the curriculum with several different direct measures being used. You mention considering an alumni survey, which would give you some indirect measures as well. |
| **Expectations** | Level 3, B.S. Career and Technical Education | There are a few instances where you could be more specific. For example, for objective 2.a. expectation is “demonstrate a level of competence.” What is that level of competence based on your rubric? Do you have any plans in place for students who consistently do not meet expectations? |
| **Results** | Level 2, B.S. Career and Technical Education | Some results are reported in the expectations column, I think, which makes reading the report a little confusing. It is a good idea to include the numbers of students or cooperating teachers as well as percentages with your data.  |
| **How Results Will be Used** | Level 2-3, B.S. Career and Technical Education | A feedback loop is in place and responsibilities are outlined. Have you made any changes or improvements based on the data you are collecting? You mention changes to the FCS curriculum and that cooperating teachers and students indicated a lack of preparation in some areas, but you don’t say what preparation or if the direct data corresponds with the indirect 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)