APPENDIX C: Dr. Sanders' response to the MS in FCS assessment plans

Student Learning Assessment Program
Response to Summary Form
Graduate Programs 2012

Department: Family and Consumer Sciences

Category	Level*	Comments
Learning Objectives	Level 3, M.S, Family & Consumer Sciences	Objectives are clear, measurable, and span multiple learning domains; they reflect each of the goals established by CGS. Objective 10 is not really written in language conducive to measurement. What do you want the students to do or to know from this objective that is not reflected in objective 3? You may want to track presentations at professional meetings, but it is hard to assess whether students were encouraged to do so.
How, Where, and When Assessed	Level 2, M.S., Family & Consumer Sciences	Using the exit survey as your primary indirect measure is fine, but direct measures should form the bulk of your assessment data since they show what students actually know and can do while surveys provide a sense of what students think they can do and know, and that distinction can be important. Students may also indicate improvement, which is good, but it is also important that programs can document at what level of attainment students reach as they graduate. So, you will need to work on direct measures for your new goals as you note in Part Two, but it is also important that you have direct measures for all your objectives rather than relying solely on the exit survey. Making the exit survey anonymous was a good move to encourage honest feedback from your students. It is not clear how you are assessing written and oral communication skills through the oral comprehensive exams and the thesis defense. Do you have rubrics that address both of these skills as well as the content delivered?
Expectations	Level 3, M.S., Family & Consumer Sciences	The pass rates do not always provide information about a particular skill in the same way that they can provide data on knowledge. Skills are usually assessed at a variety of levels rather than a pass rate, so some of the measures given do not completely work with the objectives, so the expectations uncover that disconnect. The rubric provides 3 levels, so the expectations should match that rather than the passing score. Raising the expectations certainly makes sense at the graduate level, and your results indictate that your students are meeting your expectations.
Results	Level 2, M.S., FCS	Results are being collected. You had indicated in the past that some faculty members were having difficulty with the 3-level rubric. Has that issue been resolved?
How Results Will Be Used	Level 2-3, M.S., Family & Consumer Sciences	The feedback loop is in place, but it could be more specific. Are faculty applying the rubric and then giving results to the coordinator? How are results analyzed and potential changes instigated?

* 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.

Student Learning Assessment Program
Response to Summary Form
Graduate Programs 2013

Department: Family and Consumer Sciences

Category	Level*	Comments
Learning Objectives	Level 3, M.S, Family & Consumer Sciences	Objectives are clear, measurable, and span multiple learning domains; they reflect each of the goals established by CGS. Objective 10 is not really written in language conducive to measurement. What do you want the students to do or to know from this objective that is not reflected in objective 3? You may want to track presentations at professional meetings, but it is hard to assess whether students were encouraged to do so.
How, Where, and When Assessed	Level 2, M.S., Family & Consumer Sciences	Using the exit survey as your primary indirect measure is fine, but direct measures should form the bulk of your assessment data since they show what students actually know and can do while surveys provide a sense of what students think they can do and know, and that distinction can be important. Students may also indicate improvement, which is good, but it is also important that programs can document at what level of attainment students reach as they graduate. So, you will need to work on direct measures for your new goals as you note in Part Two, but it is also important that you have direct measures for all your objectives rather than relying solely on the exit survey. It is not clear how you are assessing written and oral communication skills through the oral comprehensive exams and the thesis defense. Do you have rubrics that address both of these skills as well as the content delivered?
Expectations	Level 3, M.S., Family & Consumer Sciences	The pass rates do not always provide information about a particular skill in the same way that they can provide data on knowledge. Skills are usually assessed at a variety of levels rather than a pass rate, so some of the measures given do not completely work with the objectives, so the expectations uncover that disconnect. The rubric provides 3 levels, so the expectations should match that rather than the passing score. Raising the expectations certainly makes sense at the graduate level, and your results indictate that your students are meeting your expectations.
Results	Level 2, M.S., FCS	Results are being collected. You had indicated in the past that some faculty members were having difficulty with the 3-level rubric. Has that issue been resolved?
How Results Will Be Used	Level 2-3, M.S., Family & Consumer Sciences	The feedback loop is in place, but it could be more specific. Are faculty applying the rubric and then giving results to the coordinator? How are results analyzed and potential changes instigated? You mention issues with students' writing skills. When I was in graduate school I was hired by the Labor Studies Dept. to work on writing skills for their students (I was working on a Ph.D. in English and teaching writing courses). This might be an option for you as well if there is money for an intern or graduate student from English. That would be cheaper than hiring another faculty member. You might also consider using a writing sample as part of their entry to the program.

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Student Learning Assessment Program
Response to Summary Form
Graduate Programs 2014

Department: Family and Consumer Sciences

Category	Level*	Comments
Learning Objectives	Level 3, M.S, Family & Consumer Sciences	Objectives are clear, measurable, and span multiple learning domains; they reflect each of the goals established by CGS. Objective 10 is not really written in language conducive to measurement. What do you want the students to do or to know from this objective that is not reflected in objective 3? You may want to track presentations at professional meetings, but it is hard to assess whether students were encouraged to do so. It looks like this objective is really part of objective 1.
How, Where, and When Assessed	Level 2, M.S., Family & Consumer Sciences	You have multiple measures for objective 1, so that's great. As your plan progresses, you will want to work on direct measures for each objective. Is there a way, for example, to assess objectives 2 and 4 on the comprehensive exams as well as through the exit survey? You often identify where the assessment will take place by course number, but you do not say what artifact will be used for assessment, so more detail would be helpful to see the breadth of the plan. Your instruments for objective 5 seem to cover research, but what about on the job ethics? Is there an internship where students display ethics or is it primarily in research that you seek? I would think that the comprehensive exam or the thesis could provide a way to assess critical thinking skills and depth of content knowledge. An exit survey is really not appropriate as the sole instrument for these objectives.
Expectations	Level 2, M.S., Family & Consumer Sciences	Expectations have been set for the exit survey. The expectations for IRB approval and the human subjects tutorial relate to those measures, but they do not really fully provide information on whether students can "articulate the relationship of professional ethics to professional practice." As you select measures and their expectations, you will want to ascertain whether the measures will provide data that shows student attainment of each goal.
Results	Level 2, M.S., FCS	Results are being collected for the measures identified, and you seem to have found helpful information especially in your qualitative data. Good luck on your new hybrid cohort for high school teachers, and congratulations on your new hires. These are both achievements for your program. You do, however, need more direct measures of student learning because you have very little data that directly corresponds to what students know and can do; you have more related to program preparation for exams and how students feel about that preparation. These are important pieces, but you need the other as well.
How Results Will Be Used	Level 2-3, M.S., Family & Consumer Sciences	The feedback loop is in place, but it could be more specific. Are faculty applying the rubric and then giving results to the coordinator? How are results analyzed and potential changes instigated? You mention issues with students' writing skills. When I was in graduate school I was hired by the Labor Studies Dept. to work on writing skills for their students (I was working on a Ph.D. in English and teaching writing courses). This might be an option for you as well if there is money for an intern or graduate student from English. That would be cheaper than hiring another faculty member. You might also consider using a writing sample as part of their entry to the program.

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