**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Programs 2017**

Department: Family and Consumer Sciences

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, Family and Consumer Sciences, B.S. | Objectives are clear, programmatic, and measurable. All five of the undergraduate learning goals are incorporated into the objectives for this program. |
| **How, Where, and When Assessed** | Level 1-2, Family and Consumer Sciences, B.S. | You have a great deal of content knowledge covered under objective 1. You may find that you need more than one question on the site supervisor’s evaluation and an assignment from a 2000-level course to cover what amounts to all the content for your major. Not all assessment measures are in place, so when you have them, you will want to indicate the courses where assessment will take place as well as assignments and how they are assessed. AY17 was the last year for which Watson-Glaser data will be available, so you will need to consider a new measure for critical thinking this coming year. Do you plan to include any indirect measures? You need more detail here to make the other columns clear. |
| **Expectations** | Level 2, Family and Consumer Sciences, B.S. | Expectations are given. Because the measures are not fully developed, it is difficult to tell how well the expectations work with the measures. Overall, it is a good idea to look at levels of expectations. Are you focusing primarily on summative assessment? If so, where do you want your graduates to be when they complete your program? |
| **Results** | Level 2, Family and Consumer Sciences, B.S. | I don’t quite understand how you have results listed, but you have not identified measures for a number of the objectives. There are a lot of blanks in the measures column, but you are giving results, so perhaps more is determined than is indicated in column 2. |
| **How Results Will Be Used** | Level 2, Family and Consumer Sciences, B.S. | Are there particular times of the year when data are collected, shared, and discussed? The committee is responsible, but how are data collected and shared and then used could be fleshed out a bit more. |

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)