**Student Learning Assessment Program**

## Response to Summary Form

**Graduate Programs 2018**

Department: Family and Consumer Sciences

|  |  |  |
| --- | --- | --- |
| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, M.A. Aging Studies | Objectives are clear, measurable, and programmatic and meet the goals established by CGS. You may want to slightly revise objective 3 to something like “students will display the ability to communicate effectively and professionally information about aging in their written and oral work.” As written in the plan, it is a bit awkwardly phrased.  |
| **How, Where, and When Assessed** | Level 3, M.A. Aging Studies | You have direct measures with your rubrics applied to written work and theses and new indirect measures with the student exit survey, alumni survey and employer survey to be disseminated AY19. The plan encompasses the direct and indirect measures and employs multiple measures for each objective, so it is a well-rounded set of measures.  |
| **Expectations** | Level 3, M.A. Aging Studies | Expectations have been established for each measure and are appropriate to graduate level work. |
| **Results** | Level 3, M.A. Aging Studies | Results are being collected and changes have occurred as a result of data and discussion among faculty and the advisory board. Thank you for including the numbers of students covered by the percentages. Your students are clearly meeting or exceeding your expectations, which is not uncommon for programs catering to professionals returning for graduate work, but is good to see. Have the results told you anything that you are watching concerning your curriculum? |
| **How Results Will Be Used** | Level 3, M.A. Aging Studies | A feedback loop and advisory board is in place with data shared on a regular basis. You are on a solid path. Once all the indirect measures are part of the plan, I expect you will be able to move to a 2-year reporting cycle. |

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)