**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Program 2017**

Department: General Studies

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 2, B.A. General Studies | Four of the undergraduate learning goals have been adopted by this program: critical thinking, writing and reading, oral communication, and quantitative reasoning. You may want to renumber your objectives; you move from objective four to objective 6. Objectives are generally written in action statements with verbs rather than nouns to help underscore what you want the students to be able to do and learn from the curriculum. |
| **How, Where, and When Assessed** | Level 2-3, B.A. General Studies | It is good that you have identified specific courses from which to gather data. You are using rubrics to assess artifacts produced in your 3 core courses, so this is a good method for direct assessment. Ideally, you would have multiple measures for each objective, which is difficult given the unique nature of your program, so you may want to think about indirect measures. A survey or exit interview would allow you to gather data from your students about their learning and would provide additional data pertaining to each of your objectives. |
| **Expectations** | Level 2, B.A. General Studies | Since you are using rubrics, your expectations should dovetail with those rubrics. So, if you have a 4-point Likert scale, you may want to set the expectation that 80% of students achieve at least a 3. Or, 60% achieve a 3, 20% a 4, and 20% below a 3. That’s just an example, but the expectations should spell out what you want to see from the assessment instruments, and then the results section indicates if you met your goal. |
| **Results** | Level 2, B.A. General Studies | Results are given for the measures for each objective. It is a good idea to indicate the number of students assessed as well as the percentage of students meeting the expectation. |
| **How Results Will be Used** | Level 2, B.A. General Studies | In Part three you indicate that you updated BGS 2985 last summer. What assessment data led you to take this action, and what changes were made to the course? Accreditors are most interested in how assessment helps educators improve student learning, so it would be helpful to make those connections in your report each year since that’s what I pull from to give examples to the HLC when they ask for evidence of assessment improving student learning. Using the same rubric across sections is an excellent practice that will help you track assessment across semesters and courses. |

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)