

**Student Learning Assessment Program  
Response to Summary Form  
Undergraduate Program 2005**

Department: Geology/Geography

Category	Level*	Comments
<b>Learning Objectives</b>	Level 3, B.S. Geology	The objectives are very clear on field-specific knowledge, which is good. They are measurable and clear. There is also a good blend of major objectives and the University-wide undergraduate goals.
	Level 3, B.S. Geography	The goals and objectives here are very specific and clearly drive the assessment plan—as clear and measurable goals and objectives should do!
<b>How, Where, and When Assessed</b>	Level 2, B.S. Geology	This plan shows a great deal of change over the last year or two, so it's good to see faculty engaged in assessment activities. It's good to see so much direct measurement of student learning. As you refine your program, you may want to determine which assignments in courses you will use for the purposes of assessment data-gathering. You don't have to collect all assignments from key courses to have multiple measures and to glean an accurate picture of student learning. What is listed here is very ambitious and you may burn out soon if you are truly collecting and reviewing all the assignments, labs, papers, and exams listed. Under objective 3A, it isn't clear how you are assessing the outside readings students are doing, so that could be a bit clearer. The alumni survey that you plan to add will give you a good indirect measure and additional information. Are you working to set up rubrics for the oral presentations and the papers to provide clarity and consistency across courses and years?
	Level 3, B.S. Geography	Being so specific about the assignments and courses is a great way to be assured that everyone knows what is expected of each course in terms of fulfilling the objectives. The plan shows a good variety of direct measures across the curriculum. It will be interesting to see what additional information you receive when you implement the indirect data.
<b>Expectations</b>	Level 1-2, B.S. Geology	Do you have specific expectations for student attainment of the objectives you've established? You may want to look at the B.S. in Communication Disorders and Sciences plan for inspiration. They've done a nice job outlining their expectations. Why is 80% an arbitrary number? You must have chosen that as the most minimally competent score for

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\* 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.

	Level 2, B.S. Geography	<p>the lab exercises, so you may want to determine how many students at the various levels meet your expectations without revision, how many require revision, etc. If you are using a rubric for speaking, how does the 5-point Likert scale correspond to the 80% mark?</p> <p>The 3-point scale is a good way to determine expectations. Do you have any plans for the students who are in need of improvement? The descriptions here are helpful to understand the measurements listed for the coursework. Do you have any expectations for the number of students that will succeed at the levels you've established?</p>
<b>Results</b>	<p>Level 2, B.S. Geology</p> <p>Level, B.S. Geography</p>	<p>The marked improvement discussed for objective 1, I assume, refers to the pre-semester and post-semester exam. Is this correct? This department is clearly collecting results for some of its measures. It looks like the plan will provide longitudinal data so you can watch for trends. I appreciate the table of results.</p> <p>Data is collected and analyzed, and it appears that some data is used to make corrections in the current class to help student learning, which is great! This past year has been a busy one for assessment in this program. I'm encouraged by the progress of the portfolio assessment and the embedded assignments.</p>
<b>How Results Will be Used</b>	<p>Level 2, B.S. Geology</p> <p>Level 2-3, B.S. Geography</p>	<p>Solid feedback loop is described. The goal of involving all program faculty is important—especially for improvement at the course level.</p> <p>I have to applaud this department for naming names! This plan is very clear about who is responsible for which courses and the data collection for those courses. It's great to see so much participation from the faculty of this department.</p>