**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Program 2018**

Department: Geology/Geography

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.S. Geography | Very comprehensive and specific objectives. The program’s expected learning outcomes are clear and measurable. All of the undergraduate learning goals have been adopted by this program. |
| **How, Where, and When Assessed** | Level 3, B.S. Geography | This program continues to have an exemplary assessment plan! You have course-embedded assessments and your major portfolio and thus have both formative and summative assessment measures. Is there any way to connect your portfolio completion to a course, a capstone experience, or a graduation requirement for your major? Numbers will be down given enrollment declines, but if you are still having difficulty with completion, that is, as you say, worrisome. Some departments with small numbers have found exit interviews to be very useful. The programs ask students questions, but they also provide information to the students to help with job search or graduate school, so both sides benefit. You have a wealth of direct measures, which is excellent, so looking at open-ended, qualitative data rather than a portfolio is worth a try. You might think about a focus group to start, too. I would be happy to help if you would like a non-geography perspective. I would look at your plan and see if there are any gaps that would be left by eliminating the portfolio and then consider how to fill those gaps. I’m happy to chat with you all in the fall. I am glad to hear that the writing and speaking rubrics are working well for you. You may want to try some anchoring of the rubrics to help eliminate some of the differences among faculty you have noticed. |
| **Expectations** | Level 3, B.S. Geography | Nice description of the 5-point scale used to determine student attainment of learning objectives. You are doing well to capture data that speaks directly to the objectives established. Expectations are clear. |
| **Results** | Level 3, B.S. Geography | There is a wealth of information here, and the department is clearly using the data to improve student learning. |
| **How Results Will be Used** | Level 3, B.S. Geography | This program has a model plan in relation to its faculty participation and feedback loop. All unit A and many Unit B faculty participate and discussions concerning the results and their use take place throughout the school year. |

This program has a mature assessment plan, and is thus on a 2-year reporting cycle although assessment should be on-going. The next report is due June 15, 2020.

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)