**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Program 2017**

Department: Geology/Geography

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.S. Geology | The goals and objectives given show a good blend of program-specific learning goals and University-wide undergraduate learning goals. Four of the undergraduate learning goals have been adopted by this program: critical thinking, writing, speaking, and responsible citizenship. I suspect that quantitative reasoning is embedded in the content-specific major goals, but it is not completely evident in the plan as written.  |
| **How, Where, and When Assessed** | Level 3, B.S. Geology | You have a good mix of direct and indirect assessments here. The more you can embed your assessment into your courses the better your results are likely to be, so you may want to think about a portfolio system that allows students to submit as they go rather than waiting until the last semester when they are so busy with other things. The two surveys seem to give you a great deal of information from your students and alumni. Your pre- and post-tests in GEO 1300 are pretty unique at EIU, and they appear to offer very good formative data for your program. You do a good job with multiple assessments across your program.  |
| **Expectations** | Level 3, B.S. Geology | Expectations match the instrument identified and are given for each of the measures listed. |
| **Results** | Level 2-3, B.S. Geology | Results are being collected and used by the department. As noted previously, given the small number of majors you have, anything you can do to collect data from all majors will be important for the surveys as well as the portfolio. Perhaps an exit interview rather than a survey would encourage students to come in and talk about their plans and experiences and thus allow you to collect data as well (come in and talk for a few minutes and get a free t-shirt. Admissions usually has t-shirts that they could donate). Interviews can be very powerful if the student knows the person interviewing them, and if you connected it to their job search/graduate school could be useful for the students, too. Your idea to move the portfolio to their penultimate semester rather than the final one is a good idea as well. |
| **How Results Will be Used** | Level 3, B.S. Geology | Feedback loop is in place. If you sent the surveys out via Qualtrics, you could make them anonymous and the students could just complete them on-line. Your email method may work fine for you, however. |

You are making good progress on assessment, and your plan is at a stage when you can move to a two-year reporting structure. Assessment, however, should be on-going; your next plan is due **June 15, 2019**.

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)