**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Program 2018**

Department: Mathematics and Computer Science

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 2, B.A., Mathematics, all options | Objectives are programmatic. This program has adopted quantitative reasoning, critical thinking, speaking, and writing of the undergraduate learning goals. Given the content of this program, I am assuming that quantitative reasoning is embedded in objective 1. There’s a bit of overlap between objectives 2, 3, and 4. |
| **How, Where, and When Assessed** | Level 2, B.A., Mathematics, all options | The new assessments for MATT are great direct, summative measures for your teacher licensure students, and should provide excellent data on how well students are prepared to teach mathematics. Are you using a rubric for the presentations in MAT 3800 to give you data on the critical thinking aspect and not just the presentation skills? Incorporating an exit survey is another good idea; Qualtrics can make it pretty easy to keep sending it out and tabulating results once you have the questions established and in the system as you want. That would give you indirect assessment as well. I remain hesitant about course grades for assessment although they make sense for content objectives like objective 1, but just be aware of their limitations in telling you specifics about particular knowledge and skills. |
| **Expectations** | Level 2, B.A., Mathematics, all options | Expectations are given for the measures established. |
| **Results** | Level 2, B.A., Mathematics, all options | Results are given for each objective. You mention some concern about the calculus sequence, which you have shared before. While student preparation can be frustrating, what does the data tell you that you can use to improve the learning of the students who you have in the classes here? Are there key pieces of knowledge that are deficits across the board? Would it make sense to add these courses into your plan as formative assessment since they set the basis for later learning in MAT 2443?  |
| **How Results Will be Used** | Level 2, B.A., Mathematics, all options | Results are being collected and studied—especially for the MATT students, but results are less robust for the other options. These changes appear to have had a positive impact for students, so that’s great. It isn’t clear how much involvement there is from the faculty in the feedback loop. Do the faculty as a whole see the data and the committee’s analysis? How is it shared and discussed?  |

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. [↑](#footnote-ref-1)