**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Program 2017**

Department: Mathematics and Computer Science

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 2, B.S., Mathematics and Computer Science | Objectives are programmatic and relate to departmental content. The following undergraduate goals have been adopted by the department: quantitative reasoning, speaking, writing, and critical thinking. |
| **How, Where, and When Assessed** | Level 2, B.S., Mathematics and Computer Science | With changes coming to your program’s curriculum and the anticipated changes to the assessment plan, you may want to think about ways to gather measures across the curriculum into a portfolio. Portfolios could also be used by your students for employment or graduate school. Evaluation of the internship experience will continue to provide solid summative assessment as well. Following guidelines from the Association for Computing Machinery is a good idea and may make your students more cognizant of the skills needed for careers. AY17 was the last year for which Watson-Glaser data will be available, so you will need to consider a new measure for critical thinking this coming year. |
| **Expectations** | Level 2, B.S., Mathematics and Computer Science | Expectations given. Since you will be revising your plan in the next year with the changes in the curriculum, I won’t make too many suggestions here. |
| **Results** | Level 2, B.S., Mathematics and Computer Science | Results are collected. Your students are doing well in the internship, which is great! You have made a lot of changes to your curriculum. Did anything in the assessment data help guide those changes or was it more of a response to industry standards? |
| **How Results Will be Used** | Level 2, B.S., Mathematics and Computer Science | Feedback loop is in place with faculty and the chair discussing results. |

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)