**Student Learning Assessment Program**

## Response to Summary Form

**Graduate Program 2017**

Department: Mathematics and Computer Science

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 2, M.A., Mathematics TC option | Objectives are clear and measurable. The CGS goals of depth of knowledge, research, and writing skills are clearly evident in this plan. Critical thinking is not directly stated but may be embedded in objective 1 or 2 since you are including critical thinking in your content rubric, and it would be hard to do any mathematical content without problem-solving and critical thinking. |
| **How, Where, and When Assessed** | Level 2-3, M.A., Mathematics TC option | I am assuming that the grades given for the courses are largely attached to mathematical knowledge. Sometimes grades encompass a myriad of skills/knowledge, so for assessment it can be difficult to parse out what course grades tell you about student attainment of a particular skill or set of knowledge. The rubrics should help you track student learning across courses and semesters, so that is a solid direct measure. You provide some nice detail here on the rubrics. Have you decided to eliminate exit interviews as an indirect measure? |
| **Expectations** | Level 2, M.A., Mathematics TC option | You discuss content deficiencies for objective 2, and it is good to have a plan in place for deficiencies. It is a bit curious that the deficiencies are part of the ethics and reflection objective, but some of this may be covered by the NCTM professional development that you refer to. If that is part of your assessment plan—as well as content knowledge from AMATYC—it would be helpful to attach those objectives or list on the report. You have footnotes in column one, but I couldn’t find the actual footnotes, so those may be left over from a previous report. |
| **Results** | Level 2, M.A., Mathematics TC option | Results for grades are given. It is a good idea to include numbers of students represented in the data. You do this for some measures, but not for all. |
| **How Results Will be Used** | Level 2, M.A., Mathematics TC option | Graduate faculty play a key role in collecting data and there is a dissemination loop. When do faculty discuss what the data means for the curriculum? Do you have regular meetings or a retreat for discussion? |

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)