**Student Learning Assessment Program**

## Response to Summary Form

**Graduate Program 2018**

Department: Mathematics and Computer Science

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 2, M.A., Mathematics Education | Objectives are clear and measurable. All CGS goals are present. You have footnote indicators on objective one, but no actual footnotes given. |
| **How, Where, and When Assessed** | Level 2-3, M.A., Mathematics Education | 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. You can list the exit survey here even if you only give it when a student completes the program; it is still a measure to be used to assess the objectives. |
| **Expectations** | Level 2, M.A., Mathematics Education | 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 Education | 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 Education | 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? You mention taking more classes on-line to help with the dual credit math teachers needing more math, so you may want to look at your curriculum to assure that you are asking for 18 hours of math content in addition to the math pedagogy courses since the graduate level math content seems to be what most are missing on their transcripts.  |

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)