**Student Learning Assessment Program**

## Response to Summary Form

**Graduate Program 2019**

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. |
| **How, Where, and When Assessed** | Level 2-3, M.A., Mathematics Education | You are using rubrics and coursework for direct assessment. Your measures for objective 4 are the most fleshed out. Are you still using an exit survey or have you abandoned that indirect measure? |
| **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. Do you have a certain percentage of students that you want to meet or exceed expectations? |
| **Results** | Level 2, M.A., Mathematics Education | Some results collected, but I understand it is difficult to collect assessment data with few people in your program and courses being cancelled. |
| **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? |

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)