Student Learning Assessment Program

## Response to Summary Form

**Graduate Programs 2019**

Department: Interdisciplinary

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, M.S., Sustainable Energy  | Each of the CGS goals have been addressed. The program goals are measurable. A lot of the specifics of learning outcomes are given in the expectations column. |
| **How, Where, and When Assessed** | Level 1-2, M.S., Sustainable Energy  | It is good that you have identified where assessment will take place for the content knowledge course; this is especially important for an inter-disciplinary program involving so many departments. What artifacts from each course are you using for assessment? Are you collecting test scores or using rubrics against coursework? Those details are not clear in this report. You should aim for some consistency over time although it is fine to have different measures for the different disciplines. If you have rubrics, it would be helpful to submit those with the next iteration of this report. For several of your objectives you have one site of data collection, which is fine for a beginning, but to reach a more mature stage of assessment you should strive for multiple measures and sites of assessment for each objective. You may have multiple measures with the exit interview, so you will want to list that exit interview with each of the learning outcomes for which it provides data. This would be your indirect measure. How do you decide what questions related to comprehensive knowledge to ask the students? You may want to devise a system that is completely random (pull questions out of a hat or something) given the variety of questions you have. |
| **Expectations** | Level 2, M.S., Sustainable Energy  | You have some good specifics related to content expectations here. Are you using a course grade as your expectation? I would caution you against that unless the course grade is primarily related to that objective only. You may find that a set of questions on a final or a rubric with a final project gives you more specifics about the specific learning outcome. You clearly have levels of expectations since your data indicates all students are exceeding expectations in the results column, so you just need to include those details here to add clarity. What is meeting expectations, what is exceeding expectations, and what is not meeting expectations? You should also include expectations for the indirect measure. |
| **Results** | Level 2, M.S., Sustainable Energy  | Results are given for the various classes, and student feedback has been used to make adjustments in pedagogy. The next step is to discuss what the results mean to you. You will also want to include what to do when students do not meet expectations. What could be done to improve their learning, for example, if they do not meet expectations? It is important to keep the standards high in a graduate program, so it is acceptable to have students who do not meet expectations. |
| **How Results Will be Used** | Level 3, M.S., Sustainable Energy  | A feedback loop is in place with a couple of faculty subcommittees sharing data and discussing it.  |

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](http://www.eiu.edu/~assess). [↑](#footnote-ref-1)