

Review of Assessment Report Assessment Review Committee (ARC)

Academic Program: **Chemistry**

Date: **September 2016**

Criteria for Evaluating Assessment Reports

Criteria	Description of Criteria	Beginning	Developing	Accomplished	Exemplary	Comments from Assessment Review Committee
SLOs	The Student Learning Outcomes (SLOs) establish the critical components of student learning that define the program and articulate the knowledge and abilities expected of program graduates in ways that are observable and measurable.		X			The LOs are moving in the right direction, but we would invite some refinement. LO begins, “have the competency....” <i>Demonstrate</i> might be a more accurate term to refer to the complex mental activity involved here, and that change will allow you to ask how and where will students demonstrate these abilities. We encourage you to separate LO 2 into two separate outcomes: <i>Analyze</i> and <i>interpret</i> may be one LO; <i>communicate</i> may be the other.
Evidence of Student Learning	Results are based upon evidence of student learning, and evidence can be provided to both internal and external reviewers (preferably in electronic form)			X		We have a good conversations with Dr. Korir and other chairs about whether we need pre-tests – no easy answer there, but we wanted to say it has its pros and cons, and you should feel free to experiment with using it or not. And we talked about whether students have enough incentive to do well in the post-test—another question for the faculty to consider as you discuss this report.
Meaningful Rubrics	Criteria for successful performance are provided through rubrics or other specific descriptions.		X			We are not sure why you draw the line at 50% for an “acceptable performance.” It might be helpful to you and your students to think more carefully about this. Do different questions on the exam reveal more specifically what material students have mastered and what they have not yet mastered? That might be more useful for helping you make decisions about what to teach and how to teach it at earlier points in the curriculum.

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Additional Comments:

We are pleased with the assessment work Chemistry has done and want to encourage you to continue to move in this direction.

For the 2016-17 Assessment Report (due in June), please include one or more key assessment results, and a corresponding recommendation for action. See the “Program Assessment Report Worksheet” for a detailed explanation of this guideline at <http://www.drury.edu/academicaffairs/pdf/biannual.pdf>.

Next Steps:

- 1—Please discuss your assessment report and the ARC review with your department so all faculty are contributing to the assessment of student learning.
- 2—Continue to collect evidence of student learning (preferably in electronic form) according to your LO Matrix.
- 3—Based on recommendations from Program Assessment Committees, the next Assessment Report will be due June 2017 (rather than in January 2017 as originally planned). Departments should continue to collect and assess student learning (as described in your LO Matrix), but ARC will ask for just one annual Assessment Report instead of two.