

**Review of Assessment Report  
Assessment Review Committee (ARC)**

Academic Program: **Chemistry**

Date: **September 2017**

**Criteria for Evaluating Assessment Reports**

Criteria	Description of Criteria	Beginning	Developing	Accomplished	Exemplary	Comments from Assessment Review Committee
<b>SLOs</b>	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			As was observed in last year's evaluation of your program's assessment, your LOs are moving in the right direction and only need minor refinements. Your focus this year was on LO2. You are encouraged to isolate "communicate scientific communication" as a separate learning outcome from LO2.
<b>Evidence of Student Learning</b>	Results are based upon evidence of student learning, and evidence can be provided to both internal and external reviewers (preferably in electronic form)		X	X		The choice of standardized ACS exams, as opposed to pre- and post-tests, seems to be a much more effective assessment tool for LO1 and LO2 (for both lower and upper level courses). However, you will need to develop suitable assessment tools for "communicating scientific information" and LO3 (which will be assessed in 2018).
<b>Meaningful Rubrics</b>	Criteria for successful performance are provided through rubrics or other specific descriptions.			X		Standardized ACS exams allows for comparison of performance with national norms.

**CHEM/PHYS**  
**Assessment Reports, 2016-17**  
**Fall 2017**

Email from [Pmeidlin@drury.edu](mailto:Pmeidlin@drury.edu) to Scott Petrich, Brant Hinrichs, and Albert Korir

Scott and Brant,

Thanks to you and your faculty for preparing the assessment report, and thanks to you, Scott, for your exceptionally good contributions to the Assessment Review Committee's evaluation process. I have attached the evaluation of CHEM and PHYS 2016-17 report from ARC. As Dean Korir has pointed out in the attached Assessment Report, Chemistry is making great progress in all areas of assessment. You are using standardized tests, and you understand both their usefulness and their limits. Other programs that rely on standardized assessments have learned a lot about how our programs stack up against our peer institutions. Now, can you think about a complementary assessment tool that shows us what is distinctive about your programs? Those features exist -- students who get valuable Engaged Learning experience doing faculty led research, or who volunteer at Jordan Valley; and students who benefit from the close interaction among students and between faculty and students in TSC. Somehow, we might find a way to talk in qualitative terms about how these experiences enhance the education of students in Chemistry.

We like the way in which Physics pushes far beyond how students do on standardized tests to ask questions about habits of mind and creative thinking. That approach is commendable. But a couple of observations should be made. We would like to ask PHYS faculty to take into account student IDEA form evaluations of their courses. What are students telling us about the approach PHYS faculty are taking to their courses? What can PHYS faculty learn from students observations about their experiences? I think they are telling PHYS faculty important things about their experiences that can help PHYS faculty improve their pedagogical approach.

We would like to close the loop on assessment by asking all faculty in the department to read your own assessment report from 2016-17 (if they haven't already), read ARC's evaluation of their report (attached here), and then have a discussion about the findings of both. We would like the department to send a summary of that discussion to Peter Meidlinger in the OAA.

We hope faculty discussion of this process puts student learning at the heart of the life of the school/department. This is an excellent opportunity for faculty to consider the process they have put in place, to remind themselves what learning outcomes they are assessing this year and in which courses, and to review the process by which they will gather and assess student learning.