**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Program 2017**

Department: Chemistry

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.S. & B.A. Chemistry | Good objectives—clear and measurable. The following undergraduate goals have been adopted by the program: writing, speaking, and critical thinking. I suspect that quantitative reasoning is also embedded in objectives 2 and 3? |
| **How, Where, and When Assessed** | Level 2, B.S. & B.A. Chemistry | As you mention in Part Two, revising your assessment plan along with the curriculum and changes to courses is key to having an up-to-date assessment plan and thus, to gathering useful data. Since I am not sure which measures are still valid and which are out-of-date, I won’t comment further on the measures here. As you revise please include courses and assignments as well as any measures used outside of coursework. |
| **Expectations** | Level 3, B.S. & B.A. Chemistry | Expectations have been established for the measures given. |
| **Results** | Level 2-3, B.S. & B.A. Chemistry | Results are collected and analyzed. In part Three you indicate that exit surveys and alumni surveys show the value of your two-year seminar sequence. That is the kind of information that is useful here because you are connecting assessment information to the curriculum, and you have direct and indirect data that lead you to the same conclusion. |
| **How Results Will be Used** | Level 3, B.S. & B.A. Chemistry | Feedback loop is in place. You mention that you are concerned with a drop in critical thinking skills. You may want to consider mapping out in which courses your students are asked to use those skills. Are there enough assignments that require students to do those higher level thinking skills across the curriculum? One of the things we have learned in the learning goals project is that critical thinking has to be taught and required in many different classes in order for that skill to improve. |

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)