**Student Learning Assessment Program**

## Response to Summary Form

**Graduate Program 2017**

Department: Chemistry

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, M.S. Chemistry | Good objectives—clear and measurable. All the graduate learning goals established by CGS are addressed here. |
| **How, Where, and When Assessed** | Level 2-3, M.S. Chemistry | You have multiple direct measures (comprehensive exam, thesis, course assignments) for each objective for the most part, which is good. Have you thought about using Qualtrics for assessment? You could create an online form for faculty to complete for the thesis and you could use it as a pre- and post-test/survey for students as well. As you note in Part Three, it would be a good idea to include some indirect measures in the form of student/alumni surveys to round out the data you collect as well as to help you keep in touch with your alums. Let me know if you’d like a fresh set of eyes on surveys as you develop them |
| **Expectations** | Level 3, M.S. Chemistry | Expectations are specific and speak directly to identified measures and objectives. It really sounds like you need some kind of pre-test to assure that incoming students meet your expectations for knowledge before they start your program—especially given their varied backgrounds. |
| **Results** | Level 2, M.S. Chemistry | Some results have not been collected due to faculty leaving positions and not having an established collection vehicle for thesis and comprehensive exams. Qualtrics or a D2L shell might work for some of these obstacles. |
| **How Results Will be Used** | Level 2, M.S. Chemistry | Feedback loop appears to be in place with faculty contributing to the assessment process although you need to shore up the issue of not receiving reports from thesis chairs. |

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)