**Student Learning Assessment Program**

## Response to Summary Form

**Graduate Program 2019**

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, 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, and an exit survey would help with that kind of data. |
| **Expectations** | Level 3, M.S. Chemistry | Expectations are specific and speak directly to identified measures and objectives. How can you increase the number of students taking your placement exams? If you add indirect measures, you will need to add expectations for those as well. |
| **Results** | Level 2, M.S. Chemistry | Some results have not been collected due to not having an established collection vehicle for thesis and comprehensive exams. This continued difficulty indicates that you don’t really have buy-in from all your faculty related to your assessment efforts. |
| **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. Do the faculty who collect the data participate in all the discussions? That might be a way to show the necessity of assessing student learning in a systematic way |

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)