

Program-Level SLO Assessment

▼ Text and Image Section

1. Describe your assessment plan timeline that assures each Program-Level SLO will be assessed within the six year accreditation cycle.

All of the chemistry program's course level SLO's map to at least one of our program SLO's. Furthermore, the program believes that the best indicators for analysis of the overall SLO's would be to use the program's retention rate, success rate and overall course and departmental GPA's. Thus, the program analyzes these indicators on an annual basis.

2. Describe your Program-Level SLO assessment process.

The program analyses retention rate, success rate and GPA's in our courses. For example, a student population's success is directly connected to the program SLO's and therefore is analyzed appropriately. This is also performed for the other above indicators.

All of our laboratory classes use the same laboratory rubric. Since we have two tracks in chemistry (one that is more for the health science oriented student and the other that is not), we expect each track will have its own progression through the rubric. This means that we expect chem 100 (or chem 152) lab students to be less proficient than those in the 130 (or the 200) sequences. We find that students improving as they go from one class to the next within the specified track.

3. Provide an overview of significant findings and actions you have taken to improve student outcomes.
4. Describe the results of the actions you have taken?

Questions 3 and 4 are answered with an example below: For more details, please refer to the TaskStream input called Program Outcomes Assessment & Action Plan.

The average success rates for all the lecture courses is 75%.
The average success rates for all the lab courses is 82%.

The average retention rate for all the lecture courses is 87%.
The average retention rate for all the lab courses is 88%.

The average GPA for all the lecture courses is 2.67.
The average GPA for all the lab courses is 3.19.

The lowest success rates are in the following courses:
Chem 100 Online (46%), Chem 231 (60%), Chem 100 (65%) and Chem 152 and 231L (68%).

The lowest retention rate is for Chem 231L (75%).

The lowest GPA is for Chem 100 online classes (1.55)

Overall the department has high retention rates, high success rates and above average GPA. Acceptable Target Achievement: Exceeded

Recommendations :

The online courses have a high retention rate of 76%, but both the success rates and the GPA are low for Chem 100. We need to address this issue and find a way to maximize students' success and GPA.

We need to continue to dialogue and share ideas in department meetings to maximize students' learning and ensure a better success rate and higher GPA for the lecture courses.

Reflections/Notes :None

To summarize this, in a program as rigorous as chemistry, a 75% success rate is more than acceptable. Frankly, if it was higher, we might be alarmed. We would like to see some improvement in the GPA, but an overall GPA of 2.67 for lecture courses is, we feel, appropriate (A 2.67 GPA is just a tick above a middle C).

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