

ASSESSMENT WEBSITE INFORMATION

College: Sciences and Mathematics
Chair/Director: William Burns

Degree Program: Chemistry BA, BS, & BSE

2012 Report

DATA SAY:

A comparison of pre/post-test averages indicated students are gaining chemistry content knowledge. So while there is value added, the average post-test score is lower than desired.

SO WHAT:

The low post-test average indicates students are not learning the expected/desired amount of content knowledge.

HOW WE CHANGED:

Faculty are strongly encouraged to modify pedagogy and/or content delivery.

WHAT WE GOT:

Faculty are in the process of making changes.



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2013 Report

DATA SAY:

In spring 2013, a voluntary, faculty-led General Chemistry I recitation program focusing on concepts presented during lecture and problem solving was conducted to determine how participation would impact student performance in the course.

Students who attended 80%-100% of recitation sessions scored significantly higher on post-test scores ($M = 20.56$) and total percent points for the course ($M = 73.42$) than students who did not participate fully in the recitation (M post-test = 15.78; M total percent points for course = 56.48).

SO WHAT:

Findings indicate that attendance at the recitation sessions was highly beneficial for students enrolled in General Chemistry I.

HOW WE CHANGED:

Based on the higher performance of students participating in recitation, and student recommendations, it is proposed the existing general chemistry lecture recitation program be continued and expanded, and the College of Sciences and Mathematics provide appropriate resources that will attract and sustain faculty engagement and participation in the program.

WHAT WE GOT:

Detailed analysis of the collected data from General Chemistry pre-post assessment is on-going, and we will include efforts to identify specific chemical concepts for which students demonstrate a low or high level of mastery.

