Dear Stephen,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: BS Chemistry	
Assessment Practice Overall Rating: Mature (2.69/3.00) **Student Success Practice Overall Rating (notes below in blue):** Exemplary (3.00/3.00)	
Strengths	**Recommendations**
- Clear, specific, measurable learning outcomes. For outcome 3, which is compound, measures (rubric) are complex enough to evaluate student learning relative to the outcome. - Very clear information provided regarding which assignments in which classes are used for students to demonstrate learning. - Excellent information provided about the rubric and the development of the rubric based on the usefulness of data yielded in previous assessment cycles. The choice to stratify the rubric and the data calculations by criteria really enhanced data for analysis and quality of findings for interpretation and application. - Clear information about how assessment information is shared, and excellent efforts are employed to involve faculty in the assessment process. - Clear information about the assessment cycle. **Excellent description of goal to increase access to 100-level courses and success in doing so.** **SURE program goal directly relevant to career readiness.**	- Consider making notes of how learning outcomes align with higher standards/goals, if applicable. - Describe strategies for improving the one identified area for student learning improvement – written communication. Would partnerships with campus services like the Math and Writing Center or Student Support Services be of use in any way?

• **Chemistry and Physics help center seems to be a terrific idea. It directly addressed student success, and outcomes can be measured in an objective manner.**	

Assessment (Parts 1a & 1b) Scoring Rubric is included below. Student Success (Parts 2a & 2b) Scoring Rubric is included on the last page for reference only. Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
Student Learning Outcomes	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcome(s) is specific, measureable, and student-centered. Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.) Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcome(s) is specific, measureable, and student-centered. Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)	At least one learning outcome that is aligned with program coursework is assessed this cycle. Learning outcomes(s) is measurable.	No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.
Performance Goals & Measures	Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.). Identified measures are designed to accurately reflect student learning, including at least one direct measure. Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.). Identified measures are designed to accurately reflect student learning, including at least one direct measure. Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).	Performance goal(s) is identified for each learning outcome. Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures. Tools or processes for evaluating student performance on measures are not described.	No goals for student performance of learning outcomes is identified, and/or no measures are provided.

Analysis & Results	Data is collected using the measures and tools identified. Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures). Results are shared in relation to performance goals. Results are discussed in relation to college, institutional, and/or accreditor goals/standards.	Data is collected using the measures and tools identified. Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures). Results are shared in relation to performance goals.	Data is collected using the measures and tools identified. Results are reported with little description of analysis.	No data is being collected. No results are provided.
Sharing & Use of Results for Continuous Improvement	Clear information is provided about sharing and using results to inform practice. Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice. A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.	Clear information is provided about sharing and using results to inform practice. Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.	Limited information is provided about sharing or using results to inform practice. Some discussion of what was learned from results is provided.	No information is provided about sharing or using results to inform practice. No evidence of reflection on results is provided (ex: discussion, conclusions drawn)
Overall Rating	□ **Exemplary**	□ **Mature**	□ **Developing**	□ **Undeveloped**

Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)**Unit/Program:**
Office of Student Success/Office of Assessment & Accreditation Evaluation Date:

Evaluation Criteria	0 Undeveloped	1 Developing	2 Mature	3 Exemplary
Goals/ Objectives	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
Action Steps	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives. No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives. Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
Data that Informs Progress on Each Goal/Objective	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.
Assessment of Outcomes and Continuous Improvement	For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results. No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/ challenges, sharing results, and/or plans for improvement or change based on results. Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.
Overall Rating	□ **Undeveloped**	□ **Developing**	□ **Mature**	□ **Exemplary**