| ***Chemistry***  ***2013*** | | | | | |
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| ***Physical Sciences***  **Dixie State University** | | | | | |
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| **PLO**  *Identify the PLO(s) assessed in the current AY*  *(1-2)* | **Measure(s)**   1. *Direct or indirect* 2. *Description of measure*   *(upload instrument & sample artifacts)*   1. *Scoring strategy (upload rubric)* 2. *Score scale*   *(e.g., 4=exemplary, … 1=unacceptable)* | **Baseline / Threshold / Benchmark/ Target** | **Data Collection Method**   1. *Course(s) number* 2. *Semester collected* 3. *Sample size* | **Results**  *For each PLO, consider all the data and summarize the three important findings*  ***Highlight whether the targets were met, partially met, or not met***  *Include summary reliability indices* | **Action Taken**  **(closing the loop)**  *State action(s) taken to improve student learning* |
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| PLO 4  Interpreting Data | Direct Measure(s):  Chemistry 1210- Final Exam  11 out of 70 questions | Look at the results and create a baseline | Chemistry 1210-  Fall 2013  N = 115 | |  |  |  | | --- | --- | --- | | **Met** | **Partially Met** | **Not Met** |   The ACS exam is the academic standard for the American Chemical Society. This is a very difficult and rigorous exam that is both the baseline exam in nation-wide undergraduate and graduate level courses. The 70 exam questions were placed into fifteen categories, one of the categories being how well students interpret data. Eleven of the seventy exam questions fell into this category. DSU Chemistry 1210 students had an overall 23.4% correct score in this category Fall 2013.  The data interpretation category had one of the lowest scores of any assessment category. This PLO should be an area targeted for curriculum improvement. | Future teaching methodology will attempt to incorporate more examples of data interpretation in the classroom. This may include more animations and simulations that incorporate visualizations of chemical theory with graphical and numerical descriptions. Tying visualizations to numerical data will provide students with meaning when looking at tables and graphs. |
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|  | Direct Measure(s): |  |  | |  |  |  | | --- | --- | --- | | **Met** | **Partially Met** | **Not Met** | |  |
| Indirect Measure(s): |  |  |
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