

Chemistry
FELO Data for 1d and 1e: FA2023-SP2024

Learning Outcome: FELO 1d. Critical Thinking

Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure: This outcome will be measured yearly via direct, summative assessment using CHE 1002 Signature Assignment: "Eggs & Critical Thinking Assessment".

Students are assessed on their ability to:

1. Explain: When presented with a problem / issue, are you able to clearly explain the problem, delivering the relevant information necessary to reflect your understanding of the problem?
2. Investigate: When working with the problem / issue, are you able to select and interpret / evaluate the information and develop an analysis or synthesis?
3. Evaluate: As you work with the problem / issue, are you able to methodically analyze your own assumptions, and the information provided by others, to present an informed position / analysis on the problem / issue?
4. Hypothesize: When asked to form a hypothesis, do you consider the complexities of the issue, acknowledge given facts, and present a perspective for further investigation?
5. Draw Conclusions: Are you able to place evidence and perspective to the problem / issue and your investigation of the situation and present logical consequences / implications / conclusions?

Criteria for Success: At least 70% of the students will score at an average of level 3 or higher on the AACU critical thinking rubric (in each of the 5 categories).

Longitudinal Data:

	3 or higher on the AACU critical thinking rubric			
	Spring 2021	Spring 2022	Spring 2023	Spring 2024
Number of students	n=17	n = 20	n = 20	n = 20
category 1 (Explain)	56%	79%	90%	95%
category 2 (Investigate)	61%	95%	95%	80%
category 3 (Evaluate)	44%	84%	75%	95%
category 4 (Hypothesis)	78%	100%	85%	95%
category 5 (Draw Conclusions)	89%	95%	90%	95%

Conclusions Drawn from Data: The students in CHE 1002 met the criteria for critical thinking in all 5 categories in the Spring 2024. We saw a slight overall increase in scores this year which is not statistically significant but worth noting.

Chemistry: FELO Data, 2023-24

Changes to be Made Based on Data: No changes necessary at this point.

Rubric Used: The following critical thinking value rubric was used.

Criteria	Ratings					Pts
1- Explanation of issues	<p>4.0 pts Capstone Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</p>	<p>3.0 pts Milestone 3 Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</p>	<p>2.0 pts Milestone 2 Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</p>	<p>1.0 pts Benchmark Issue/problem to be considered critically is stated without clarification or description.</p>	<p>0.0 pts No Marks</p>	4.0 pts
2-Evidence/ Investigate	<p>4.0 pts Capstone Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.</p>	<p>3.0 pts Milestone 3 Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.</p>	<p>2.0 pts Milestone 2 Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.</p>	<p>1.0 pts Benchmark Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.</p>	<p>0.0 pts No Marks</p>	4.0 pts

<p>3-Influence of context and assumptions/ Evaluate</p>	<table border="1"> <tr> <td data-bbox="367 305 745 607"> <p>4.0 pts Capstone Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.</p> </td> <td data-bbox="745 305 1018 607"> <p>3.0 pts Milestone 3 Identifies own and others' assumptions and several relevant contexts when presenting a position.</p> </td> <td data-bbox="1018 305 1381 607"> <p>2.0 pts Milestone 2 Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).</p> </td> <td data-bbox="1381 305 1745 607"> <p>1.0 pts Benchmark Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.</p> </td> <td data-bbox="1745 305 1866 607"> <p>0.0 pts No Marks</p> </td> </tr> </table>					<p>4.0 pts Capstone Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.</p>	<p>3.0 pts Milestone 3 Identifies own and others' assumptions and several relevant contexts when presenting a position.</p>	<p>2.0 pts Milestone 2 Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).</p>	<p>1.0 pts Benchmark Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.</p>	<p>0.0 pts No Marks</p>	<p>4.0 pts</p>
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<p>4-Student's position (perspective, thesis/hypothesis)/ Hypothesize</p>	<table border="1"> <tr> <td data-bbox="367 797 806 1135"> <p>4.0 pts Capstone Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).</p> </td> <td data-bbox="806 797 1176 1135"> <p>3.0 pts Milestone 3 Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).</p> </td> <td data-bbox="1176 797 1461 1135"> <p>2.0 pts Milestone 2 Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.</p> </td> <td data-bbox="1461 797 1747 1135"> <p>1.0 pts Benchmark Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.</p> </td> <td data-bbox="1747 797 1866 1135"> <p>0.0 pts No Marks</p> </td> </tr> </table>					<p>4.0 pts Capstone Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).</p>	<p>3.0 pts Milestone 3 Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).</p>	<p>2.0 pts Milestone 2 Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.</p>	<p>1.0 pts Benchmark Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.</p>	<p>0.0 pts No Marks</p>	<p>4.0 pts</p>
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<p>5- Conclusions and related outcomes (implications and consequences)/ Draw conclusions</p>	<p>4.0 pts Capstone Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order.</p>	<p>3.0 pts Milestone 3 Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.</p>	<p>2.0 pts Milestone 2 Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.</p>	<p>1.0 pts Benchmark Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.</p>	<p>0.0 pts No Marks</p>	<p>4.0 pts</p>

Learning Outcome: FELO 1e. Quantitative Reasoning

Students will be able to solve problems that are quantitative in nature.

Outcome Measure: Problems on the final exam that are quantitative in nature.

CHE101 / 1001 Chemistry and Society

CHE103 / 1003 Introduction to General, Organic, and Biological Chemistry

CHE152 / 1052 General Chemistry I

PSC110 Physical Science (chemistry portion)

PSC111 / 1014 Physical Science for Teachers (chemistry portion)

Criteria for Success: At least 70% of students will score 3 or higher.

Longitudinal Data:

CHE1001 (formerly CHE101)

Assessment Data for FELO 1e. Quantitative Reasoning										
	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Number of students	n=19	n=20	n=18	n=19	N/A	n=20	n=20	n=20	n=20	n=20
Percentage	47.4%	75.0%	77.8%	55.0%	Course not offered	70%	20%	55%	75%	40%

CHE1003 (formerly CHE103)

Assessment Data for FELO 1e. Quantitative Reasoning										
	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
Number of students	n=29	n=20	n=33	n=19	n= 34	N/A	n=31	n=20	n=42	
Percentage	89.7%	90.0	90.9%	47.4%	82.9%	Not assessed	65%	73.7%	85.7%	Not offered in the Spring anymore

*No assessment data for FELO 1e in CHE103 Spring 2019 and Spring 2022, due to changes made to final exam.

CHE1052 (formerly CHE152)

		Assessment Data for FELO 1e. Quantitative Reasoning								
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Spring 2024
Number of students		n=55	n=51	n=52	n=48	n=47	n= 45	n=47	n=42	n=17
Percentage		89.1%	84.3%	96.2%	83.0%	76.6%	32.6%	77.8%	71.4%	47.1%

PSC1014 (formerly PSC110 & PSC111)

		Assessment Data for FELO 1e. Quantitative Reasoning								
		Fall 2016	Spring 2017	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Number of students		n=20	n=18	n=20	n=19	n=20	n=20	n=19	n=20	N= 18
Percentage		95.0%	94.4%	90.0%	63.2%	85.0%	70.0%	78.9%	78.9%	85.7%

Conclusions Drawn from Data:

FELO 1e (quantitative reasoning) is assessed in 4 of our 5 chemistry FE courses. For General Chemistry I (CHE 1052) our criteria for success was met in the Fall but not in the Spring. We started offering this course in the Spring to support transfer students and students who failed in the Fall and needed to retake it. Despite the best efforts of the instructor and the exemplary support that was provided, students struggled in this course. We will continue to monitor and assess this course to see if this single data point is starting a trend or is simply a one off.

The criteria for success met for CHE 1003 and PSC 1014 and for Chemistry and Society (CHE 1001) in the Fall semester. However, it was not met for CHE 1001 in the Spring semester. Similar to what we observed last year, the criterion for success is met when a full-time tenure track faculty teaches the course (which was the case in the Spring 2023 and Fall 2024) and is not met when an adjunct teaches the same course (see Fall 2022 and Spring 2024). While we wish we could have more FT faculty teach this course, we cannot realistically make it happen every semester due to our other courses.

Changes to be Made Based on Data: We will continue to monitor CHE 1052 (Spring) and with the GE reform, it is likely that CHE 1001 will not be offered anymore since it does not have a lab.

Rubric Used: The following scale was used.

	4	3	2	1
% of points earned on quantitative problems	80 – 100%	60 – 79%	40 – 59%	39% or lower