

Course Outcomes Guide

Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course/Program Title: CHM 101
Introductory College Chemistry

Date: June 2016

Course/Program Team: Nancy Thorpe, Veronica Stein, Judy Peisen, James Feeser, Peter O'Connor, Dave Thomas

Expected Learning Outcomes

1. Apply fundamental mathematical skills, scientific notation, and significant figures to chemical concepts and data.
2. Communicate chemical information using symbols, formulas, equations and appropriate IUPAC nomenclature.
3. Organize and evaluate numerical measurements using dimensional analysis to setup and solve problems
4. Make connections between abstract theories of chemistry to the real world.
5. Use technology to make laboratory measurements, analyze and present data, and collect relevant information.
6. Work collaboratively with other to accomplish a task.
7. Apply learned course material and critical thinking in further science courses, such as Human Anatomy and Physiology.
8. Access, process, analyze and synthesize scientific information.

Assessment (How do or will students demonstrate achievement of each outcome? Please attach a copy of your assessment electronically.)

1. Regular exams with combination of multiple-choice, short answer, problem solving and essay.
2. Online homework assignments.
3. Written laboratory reports with a grading rubric.
4. Common written laboratory mid-term and final exams.
5. In-house common final exam.

Validation (What methods have you used or will you use to validate your assessment?)

A common assessment used in CHM 101 is a 50 multiple choice questions developed by Veronica Stein, Nancy Thorpe, Cindy Dove and Judy Peisen. This exam covers material from the first eleven chapter of the book, *Foundations of College Chemistry, 14th edition*, by Hein & Arena . This exam is counted as 2/3 of their final exam grade score, with the remaining 1/3 are questions written by the instructor of that section. The other assessment developed for CHM 101 is a grading rubric for dimensional analysis type problems.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

The scores for the common final exam for the Fall and Spring semesters appear to be improving for all instructors, whereas the Summer classes have a higher mean. Overall, all sections over the years have stayed fairly steady. Our weakest areas seem to be in problem-solving, the use of dimensional analysis, chemical nomenclature, and equation writing. Data Table 1 charts progress for different aspects of the course. Starting fall 2013 we have started collecting data from all instructors using the Einstein database.

Follow Up: (How have you used or how will you use the data to improve student learning?)

Over the past seven years the scores for the common exam seem to remain fairly constant for all instructors. There appears to be slight fluctuations in scores over the years and for each instructor, but overall the mean and median scores have remained the same. Each instructor receives a question by question analysis of the exam and instructors have used this analysis to work on their areas of weakness. More emphasis has been put on dimensional analysis and problem solving techniques. We have also implemented a plan to have a consistent approach to teaching dimensional analysis in courses with common content such as biology (BIO 099) and math (MAT 099). Work is continuing for all of the above, with minor changes in teaching styles and techniques to further improve student retention and success. Additional training of adjunct professors for subject matter and procedures have been held. Two sections of a “flipped” classroom have been taught both Fall and Spring and we will compare grades to other regular face-to-face sections. The online/hybrid section has been taught since fall 2013 and it appears to be comparable in grade with the other sections.

Overall, CHM101 students still seem to struggle with dimensional analysis and math-related problem solving skills. Thought will be given to changing the math prerequisite and/or incorporating a lab early in the semester devoted to math skills necessary for the course. We have developed and implemented a math review lab this year. Data will be analyzed to determine if the review is helpful.

The general education assessment was first used in fall 2012 and revised for spring 2013. The results are fairly consistent with our common final exam scores. This assessment focuses on Learning Outcome 8 and indicates students do well with the access and process of data, but need work with analysis and synthesis of data.

The laboratory mid-term and final exams have not been revised in a few years, so we are planning on looking at them this coming year to make sure they are properly assessing our students.

An Honors section of CHM101 is planned for Fall 2014, but so far there are zero students enrolled. For this course we plan to introduce more critical thinking type questions that the knowledge learned to real-life problems. So far we have not had any honor students in any section of CHM101.

Improvements need to be made for data collection for all adjuncts.

Budget Justification (What resources are necessary to improve student learning?) N/A

Science Gen Ed Course __ CHM101 – Introductory College Chemistry

General Education Outcomes for Science	Explain how your course achieves each outcome
Relate a basic core of scientific principles to an open-ended framework	**Course SLO's – 1,2,3,4,7 Problem-based homework assignments Problem solving on exams Common final exam Inquiry-based group work
Demonstrate observational and analytical skills in a structured situation	SLO's – 1,3,4,5,6,7 Problem-based homework assignments Various worksheets Inquiry-based group work Quiz and test questions for both lecture and laboratory Laboratory work Common final exam
Formulate conclusions based on observations and information	SLO's - 2,3,4,5,6 Written laboratory report with post lab questions Inquiry-based group work reports Quiz and exam questions for both lecture and laboratory Various worksheets
Use technology to access scientific information, generate and analyze empirical data, and solve problems	SLO's – 2,3,5,6 Use of Blackboard for course assignments On-line homework system Use of various websites for gathering information or practice Graphing Use of various electronic equipment in laboratory, such as balances and spectrophotometers

**STUDENT LEARNING OUTCOMES FOR CHM101:

At the completion of this course, students should be able to:

1. Apply fundamental mathematical skills, scientific notation, and significant figures to chemical concepts and data.
2. Communicate chemical information using symbols, formulas, equations and appropriate IUPAC nomenclature.
3. Organize and evaluate numerical measurements using dimensional analysis to setup and solve problems
4. Make connections between abstract theories of chemistry to the real world.
5. Use technology to make laboratory measurements, analyze and present data, and collect relevant information.
6. Work collaboratively with other to accomplish a task.
7. Apply learned course material and critical thinking in further science courses, such as Human Anatomy and Physiology.

Data Table 1.

Course: CHM 101		SLOA Data			Faculty Team: N. Thorpe (Data is for Thorpe's sections only through FA12)										
	SU 2009	FA 2009	SP 2010	SU 2010	FA 2010	SP 2011	SU 2011	FA 2011	SP 2012	SU 2012	FA 2012	~SP 2013	SU 2013	FA 2013	SP 2014
# Active students		57	72		58	56		69	72	32	64	89	36	104	126
%W		8.8	6.9		10.3	3.6		21.7	11.1	9.4	8.6	8.4	0	16.3	7.0
*% walk-away Fs No final exam/grade = F		7.7	6.9		15.4	24.1		14.8	18.8	3.1	12.5	10.0	0	3.8	14.1
% Success (A,B,C)		75.0	62.7		80.8	59.3		74.1	68.8	87.5	57.8	49.7	97.2	68.6	72.7
Mean Common Lab Practical Score											69.4	58.7		71.0	67.1
Common Comprehensive Final Exam Score		67.5	63.3		74.0	72.0		73.0	69.9		66.9	64.7		65.8	68.27
Gen Ed Assessment (for all sections of the course)											n=79 62.5%	n=86 65.0%		n=69 69.0%	n=86 76.0%
Mean course grade		74.8	72.7		74.1	72.9		71.3	74.2		66.2	66.8		75.1	73.4
Item Analysis Weakest Content Areas											**	***			

*% Walk-away Fs = Did not take the final exam and received a grade of F.

~ Data for SP13 combines N. Thorpe and K. Wilson, FA13 and beyond data is average from all instructors teaching the course.

Content Areas

**Dimensional analysis, formula and equation writing

***Ion formation, weighted average problem and empirical formula identification, understanding potential energy, Lewis structures, bonding.

Data Table 2 continued.

Course: CHM 101

SLOA Data

Faculty Team: N. Thorpe (Data is for Thorpe's sections only through FA12)

	SU 2014	FA 2014	SP 2015	SU 2015	FA 2015	SP 2016	SU 2016	FA 2016	SP 2017	SU 2017	FA 2017	SP 2018	SU 2018	FA 2018	SP 2019
# Active students	35	107	104												
%W	5.1	4.9	3.8												
*% walk-away Fs No final exam/grade = F	5.1	5.0	12.7												
% Success (A,B,C)	89.7	80.5	68.0												
Mean Common Lab Practical Score		78.7	73.2		80.8	77.2									
Common Comprehensive Final Exam Score		67.9	63.1		70.8	70.9									
Gen Ed Assessment (for all sections of the course)		71.8	66.5		69.8	66.5									
Mean course grade															
Item Analysis Weakest Content Areas		* **	* ** ***		* ** ***	* ** ***									

*% Walk-away Fs = Did not take the final exam and received a grade of F.

Content Areas

* Writing chemical formulas and equations

**Dimensional analysis, formula and equation writing

***Ion formation, weighted average problem and empirical formula identification, Lewis structures, bonding.