<table>
<thead>
<tr>
<th>GOAL</th>
<th>ASSESSMENT METHOD</th>
<th>ASSESSMENT CRITERIA</th>
<th>FINDINGS</th>
<th>USE OF FINDINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Students will be able to demonstrate basic knowledge of chemistry</td>
<td>I.1. Quizzes, Exams, Lab Reports, Research Reports resulting in Chemistry GPA</td>
<td>I.1.A. Course grade will average 2.5 or better</td>
<td>I.1.A.1. 100L3.1 101L3.3 102L3.1 112L3.5 140L3.2 150L3.3 160L3.6 Grand Total 3.3</td>
<td>I.1.A.1.a. incorporate into exams questions from both NY State Education Dept. &amp; North Carolina Chemistry Teachers on-line question banks; provide wider context for evaluation of basic knowledge of chemistry</td>
</tr>
<tr>
<td>II. To offer a variety of environments to meet the learning needs of a diverse student population.</td>
<td>II.1. Instructor comparison of quiz/exam performance, to lab report performance, to performance on research projects requiring internet research and critical analysis.</td>
<td>II.1.A. Performance will be approximately equal.</td>
<td>II.1.A.1. computerized homework, using randomized numerical inputs for each student, provided the greatest challenge for most students; those who did well on the weekly homework did well on the exams.</td>
<td>II.1.A.1.a. continue WebAssign homework system; provide some for credit homework problems with worked out solutions to build confidence in the otherwise motivated</td>
</tr>
<tr>
<td>III. To provide a learning environment that promotes critical thinking and analysis in science.</td>
<td>III.1. Analysis of depth of exam questions and lab reports</td>
<td>III.1.A. 25% of questions on exams and 100% of lab assignments will require critical thinking and analysis in science beyond the knowledge level.</td>
<td>III.1.A.1. These questions &quot;chromatographed&quot; the class very reliably: the unmotivated usually leave them blank; those who try are well separated according to their level of understanding</td>
<td>III.1.A.1.a. continue; encourage those who repeatedly show low motivation to drop early; utilize incorrect responses as re-teaching opportunities.</td>
</tr>
<tr>
<td>IV. Students will compete favorably with peers in subsequent chemistry courses at transfer institutions.</td>
<td>IV.1. Evaluate transfer institution transcript data provided by Peninsula College Office of Institutional Research</td>
<td>IV.1.A. At least 60% of transfer students will achieve or exceed GPA of 2.0 in subsequent chemistry courses taken at transfer institutions.</td>
<td>IV.1.A.1. In 2004-05 there were 10 transfer chemistry courses taken by previous PC students of those 4 scored above 2.0 for 40%.</td>
<td>IV.1.A.1.a. Present and future transfer data is no longer available as this data base is now defunct.</td>
</tr>
<tr>
<td>GOAL</td>
<td>ASSESSMENT METHOD</td>
<td>ASSESSMENT CRITERIA</td>
<td>FINDINGS</td>
<td>USE OF FINDINGS</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>V. To facilitate a quality learning experience for students that reinforces curricular objectives, achieves expected student outcomes, and advances the transfer mission of the College</td>
<td>V.1. Enrollment in academic unit courses.</td>
<td>V.1.A. Achieve an average student enrollment of at least 15 in core courses.</td>
<td>V.1.A.1. COURSE_NUM AvgOENR_TOTAL 100L15 101L14 102L4 112L15 140L21 150L18 160L16</td>
<td>V.1.A.1.a. To address low Chem 102L enrollments, develop a cross-referenced course with Huxley Program (WWU) which has an O.Chem. requirement that PCs Chem 102 could meet</td>
</tr>
<tr>
<td>V.2. Completion (defined as 2.0 or better) on all graded enrolled credits in academic unit courses (3 yr trend)</td>
<td>V.2.A. Achieve an average student completion rate of at least 90%</td>
<td>V.2.A.1. Course Fraction Percent 100L 61/71 86% 101L 143/160 89% 102L 4/4 100% 112L 55/58 95% 140L 20/21 95% 150L 16/18 89% 160L 16/16 100%</td>
<td>V.2.A.1.a. since Chem 101L is a &quot;gate-keeper&quot; course for certain prof-tech programs, as well as a pre-requisite for Chem 140L which begins the science majors sequence, we should adjust assessment criteria to &quot;at least 75%&quot; for these two courses.</td>
<td></td>
</tr>
<tr>
<td>V.3. CCSEQ - Estimate of gains section aggregate responses of questions #4-11, #14-24 for transfer students.</td>
<td>V.3.A. Achieve an average of at least 40% positive response (&quot;quite a bit&quot; or &quot;very much&quot;) or selected Estimate of Gains questions for transfer students on</td>
<td>V.3.A.1. 2005 CCSEQ TransferTotal234 Gain%Positive 4 57% 5 32% 6 39% 7 62% 8 45% 9 45% 10 38% 11 51% 12 36% 15 38% 16 46% 17 52% 18 23% 19 28% 20 29% 21 34% 22 37% 23 37% 24 30%</td>
<td>V.3.A.1.a. Questions 10,14,15 &amp; 19 will be selected for addressing. Quiz, exam and lab write-ups will require interpretation of graphs and charts acquired by the student via the internet; interpretations will require use of probability and proportion concepts; the charts to be interpreted will bear on the role of science and technology in society; lab-writes will require making graphs and charts using computer programs</td>
<td></td>
</tr>
</tbody>
</table>
## GOAL
V. To facilitate a quality learning experience for students that reinforces curricular objectives, achieves expected student outcomes, and advances the transfer mission of the College

## ASSESSMENT METHOD
V.4. ACT Student Opinion Survey - College Environment Academic (1-12 or selected subset)

## ASSESSMENT CRITERIA
V.4.A. Achieve an average of at least 40% positive response (very satisfied or satisfied)

## FINDINGS
V.4.A.1. Question   %
Positive Arts  Grading  77%
Course content  71%
Quality of instruction  80%
Availability of instructors  70%
Attitude of faculty to students  89%
Variety of courses  67%
Class size  80%
Program flexibility  66%
Availability of advisor  65%
Value of advisor information  64%
Challenge of program  72%
Preparation you receive  64%

## USE OF FINDINGS
V.4.A.1.a. hold discussions with advisors counseling students into Chem 101L and Chem 140L

## GOAL
V.5. CAAP Percentile ranking on test given that year for students indicating transfer or AA degree intent.

## ASSESSMENT METHOD
V.5.A. Achieve performance levels above the 50th percentile for each of the subject tests of students taking the CAAP.

## ASSESSMENT CRITERIA
V.5.A.1. Writing 65th percentile
Reading 63rd percentile
Science 61st percentile

## FINDINGS
V.5.A.1. Writing 65th percentile
Reading 63rd percentile
Science 61st percentile

## USE OF FINDINGS
V.5.A.1.a. stay the course

## GOAL
V.6. SBCTC Transfer Ready Report (Percent as (number of students <45 credits but receive degree plus number of students >45 credits)/(total transfer degree seeking)).

## ASSESSMENT METHOD
V.6.A. Achieve an average transfer ready for degree seeking students of at least 50%.

## FINDINGS
V.6.A.1. 2005-06 There were 547 transfer ready students out of 1368 transfer seeking for 40%

## USE OF FINDINGS
V.6.A.1.a. continue to consult UW, WSU and WWU chemistry course syllabi for content, emphasis and texts