



chemistry are offered in Madrid and these courses very rarely include majors

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s), (e.g. a rubric) used in the process and include them in/with this report document (do not just refer to the assessment plan).

Raw scores were tabulated by the instructors of the courses and sent to the undergraduate program coordinator. Percentage scores were evaluated using the following criteria: $\geq 89\%$ = exceeds, $80-89\%$ = meets, $70-79\%$ = approaching, and $< 70\%$ does not meet

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites

- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process

- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

The faculty and staff responsible for the course associated with Outcome #4 have evaluated the results from this outcome. While these results look poor, the overall results for all programs/degrees combined demonstrates that most students exceed or meet the expectations. The small sample size makes a meaningful recommendation for change difficult to make. The responsible parties for the course are still evaluating best steps forward; however, there are two pertinent actions that are being considered. (1) Evaluation of offering a no point penalty draft option. Students wishing to turn in a draft presentation will receive constructive feedback on how to improve their presentation so it can be incorporated into their final submission. (2) An example presentation could be provided to the class which would provide a template for them to utilize-3.3 (t)he