

2008-2009 Assessment Report

- a. **Program Name** – Department of Chemistry
 - b. **Report prepared by** – Bill Feighery, Chair
 - c. **Who is the current assessment contact for your program?** Bill Feighery
 - d. **Should assessment information be sent to anyone else in your department?** No
- 1. What are the program's educational goals? (Please take goals directly from your program's assessment plan, and highlight any changes made this year.)**

A graduate in chemistry/biochemistry will:

1. demonstrate mastery of the fundamental principles of chemistry/biochemistry
2. demonstrate mastery of laboratory techniques and methods
3. possess high-level cognitive skills of observation, analysis, and synthesis
4. demonstrate critical thinking and problem solving skills
5. have well developed written and oral communication skills

2. What assessment techniques did the program use? (Please take assessment techniques directly from your program's assessment plan and highlight any changes made this year.)

1. Three direct measures:
 - i. Review of graduating students' capstone work (C301) and overall curriculum records.
 - ii. Standardized Exams (from the American Chemical Society)
 - iii. Laboratory Practical Experiences and Exams
2. One indirect measure:
 - i. Graduate exit survey asking three questions:
 - a. How well did you achieve each of the departmental goals [using scale of exceeded expectations, met expectations, did not meet expectations].
 - b. What aspects of your education in this program helped with your learning and why were they helpful?

c. What might the program do differently that would help you learn more effectively, and why would these actions help?

3. What has your program done with assessment information this year? (i.e. communicated results to faculty, staff, alumni and students, made changes in the curriculum, made changes in the budget, added new courses. . .)

In response to comments from students and a review of the curriculum, we offered a new elective course to the program, CHEM-C 303 Environmental Chemistry.

Overall, based on in-class assessment, performance on standardized test, and our graduate survey, our students continue to perform well and are satisfied with our program.

4. What are two concerns about student learning you identified this year?

We are developing an assessment rubric that we hope will allow us to identify concerns more readily. Scheduling and sequencing of courses remains a concern, particularly if students get “off track”. The increased size of our lower level classes is also starting to become a concern.