Program-Level Assessment: Annual Report

Program Name (no acronyms): BA Biochemistry	Department: Chemistry
Degree or Certificate Level: Undergraduate	College/School: A&S
Date (Month/Year): August 2021	Assessment Contact: Brent Znosko
In what year was the data upon which this report is based collected? 2018-present	
In what year was the program's assessment plan most recently reviewed/updated? 2021	

1. Student Learning Outcomes

   Which of the program's student learning outcomes were assessed this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

Year 1 assessment focuses on lecture courses. The following program student learning outcomes were assessed this annual assessment cycle (Year 1):

Outcome #1 – Demonstrate a foundational understanding of organic, analytical, and physical chemistry and advanced knowledge in biochemistry.

Outcome #2 – Demonstrate proficiency of basic (general, organic, analytical, and biochemistry) laboratory techniques and conduct laboratory experiments safely.

Outcome #3 – Collect, interpret, and analyze quantitative data.

2. Assessment Methods: Artifacts of Student Learning

   Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe and identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Outcome #1 – Students' overall percentiles on the ACS organic exam were collected for CHEM 2440. Students' percentiles on the ACS analytical exam were collected for CHEM 2200. Students' overall percentages on the ACS physical exam were collected for CHEM 3330. Students' to Students' semesters scores were collected for CHEM 220 biochemistry exam were collected for CHEM 4620.

All the relevant courses are typically offered in-person. Most data was not collected during COVID (ACS exams can only be taken in-person). Data from Madrid was not collected. Only general chemistry and organic 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 coordinato

IMPORTANT: Please submit any assessment tools (e.g., rubrics) with this report as separate attachments or copied and pasted into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document.