SAINT LOUIS UNIVERSITY.

# Program-Level Assessment: Annual Report

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| Program Name (no acronyms): Chemical Biology | Department: Chemistry |
| Degree or Certificate Level: MA | College/School: College of Arts & Sciences |
| Date (Month/Year): August 2023 | Assessment Contact: Chris Arnatt |
| In what year was the data upon which this report is based collected? 2022-2023 | |
| In what year was the program's assessment plan most recently reviewed/updated? New program approved in 2018 | |

## 1. Student Learning Outcomes

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

SLU graduates with a MS degree in Chemical Biology will be able to:

**Outcome 1: Assess relevant literature in chemical biology**

**Outcome 2: Apply chemistry principles to biology.**

Outcome 3: Articulate arguments or explanations in both oral and written forms.

Outcome 4: Evidence scholarly and professional integrity in chemical biology.

Learning outcomes highlighted in **BOLD font** were assessed in this annual cycle.

## 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.

No data was collected as there are currently no students in the MA program. .

## 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).

N/A

## 4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

N/A

## 5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

N/A

## 6. Closing the Loop: Dissemination and Use of Current Assessment Findings

**A.** When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

N/A

**B.** How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

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| Changes to the Curriculum or Pedagogies | • Course content<br>• Teaching techniques<br>• Improvements in technology<br>• Prerequisites | • Course sequence<br>• New courses<br>• Deletion of courses<br>• Changes in frequency or scheduling of course offerings |
| Changes to the Assessment Plan | • Student learning outcomes<br>• Artifacts of student learning<br>• Evaluation process | • Evaluation tools (e.g., rubrics)<br>• Data collection methods<br>• Frequency of data collection |

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

N/A

If no changes are being made, please explain why.

## 7. Closing the Loop: Review of Previous Assessment Findings and Changes

**A.** What is at least one change your program has implemented in recent years as a result of assessment data?

N/A

**B.** How has this change/have these changes been assessed?

N/A

**C.** What were the findings of the assessment?

N/A

**D.** How do you plan to (continue to) use this information moving forward?

N/A

**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.**