

Program-Level Assessment: Annual Report

Program Name (no acronyms): BA Chemistry	Department: Chemistry
Degree or Certificate Level: Undergraduate	College/School: School of Science and Engineering
Date (Month/Year): September 2023	Assessment Contact: Rob Perkins (rob.perkins@slu.edu)
In what year was the data upon which this report is based collected? 2021-23 (3 year cycle) and 2018-23 (all time)	
In what year was the program's assessment plan most recently reviewed/updated? 2023	
Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? No	

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and **bold** the SLOs assessed in this cycle.)

We are currently in year 3 of our 3 year assessment cycle, which focuses on Research-related SLOs.

All of this program's student learning outcomes were assessed during Years 1-2. Year 3 focuses on learning outcomes that are specific to our BS programs, and thus not relevant to the BA degree.

2. Assessment Methods: Artifacts of Student Learning

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

n/a

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** (please 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? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

n/a

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

A. When and how did your program faculty share and discuss the 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:

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.

n/a

If no changes are being made, please explain why.

n/a

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 previous assessment data?

While our BA majors are not required to perform research and thus are not assessed based on it, we are hoping to expose all of our majors to research earlier on in the courses that both BA and BS majors take.

In order to give our majors more exposure to our department's research program and to improve connections between course material and real lab research, the General Chemistry Laboratory section for majors has instituted short pre-lab talks from research faculty connecting each day's topic with a research topic within the department.

Additionally, the Organic Chemistry Laboratory section for majors has reserved a lab period for research faculty to give more in-depth talks about their research prior to the students potentially signing up for research in CHEM 3970 the following semester.

B. How has the change/have these changes identified in 7A 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