Assessment Trends Report
Student Learning Outcomes in Chemistry

November 2009

The goal of this report is to evaluate the assessment of student learning outcomes in Chemistry. The report addresses four key questions to evaluate the quality of our assessment processes.

(1) How have we sustained the assessment effort over a multi-year period of time?

How many years have you completed an annual assessment report?

__X__ 2006 __X__2007 __X__2008 __X__2009

All Chemistry faculty members are actively involved in the assessment process, first developing the learning goals, and then creating rubrics for assessing each component of undergraduate research: proposal, performance, and presentation.

(2) How do we systematically and comprehensively collect and analyze data about student learning?

The learning goals for majors in Chemistry are:

The Department of Chemistry supports the mission of the university in preparing students for professional success, democratic citizenship in a global community, and a personal life of meaning and value by producing graduates who achieve the following three chemistry-specific learning outcome goals:

1. Demonstrate the skills to solve problems and communicate through writing and speaking.
2. Discover how to integrate and apply knowledge and skills both within the chemistry community and between chemistry and other disciplinary communities.
3. Develop the capacity to address real-world scenarios in which chemistry plays a role.

Data is collected and analyzed by all faculty in the department. Five to 10 students from each class will be randomly selected for evaluation. As a general rule, one-half of a given class will be selected; for classes with fewer than 5 students, all students in the class will be evaluated; for classes with greater than 20 stuewer tl facult

the department decided to expand it to CH203/205 and CH224. Using what they learning during exit interviews with