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| **Assurance of Student Learning Report**  **2023-2024** | | |
| Ogden College of Science and Engineering | | Chemistry |
| Chemistry, Ref. 623 | | |
| *Replace this with the program director and/or assessment coordinator* | | |
| ***Is this an online program***?  Yes  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

**\*\*\* Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*** | | | |
| **Program Student Learning Outcome 1: Coomunicate Effectively in Written Form** | | | |
| **Instrument 1** | **Laboratory reports from CHEM 451 (Physical Chemistry Lab)** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 2: Interpret and Explain Data about Chemical Systems** | | | |
| **Instrument 1** | **American Chemical Society Exam in Analytical Chemistry** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 3: Describe and discuss structure-property-function relationships for a variety of molecules** | | | |
| **Instrument 1** | **American Chemical Society Exam in Organic Chemistry** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| The Chemistry Department will continue to use the program SLO’s and instruments currently in place. | | | |

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| **Program Student Learning Outcome 1** | | | | |
| **Program Student Learning Outcome** | Communicate Effectively in Written Form | | | |
| **Measurement Instrument 1** | **Laboratory reports from CHEM 451 (Physical Chemistry Lab)**  Two writing assignments were submitted by each student with writing prompts related to laboratory experiments from the course.  The instrument was assessed in a fashion consistent with the Written Communication VALUE Rubric from AAC&U. Basic parameters for *Context, Content, Conventions, Sources, and Syntax* were rated on the 1 to 4 scale. A maximum score of 20 was possible. | | | |
| **Criteria for Student Success** | Students should score an average of 2.6 or higher over the 5 areas on the rubric. | | | |
| **Program Success Target for this Measurement** | | At least 75% of the papers will score at least an average of 2.6. | **Percent of Program Achieving Target** | 50% for assignment 1  90% for assignment 2 |
| **Methods** | The papers were evaluated using the Written Communication VALUE rubric. A score of 1 (benchmark) to 4 (capstone) was assigned for each category and the values were averaged. The average scores on assignment 1 ranged from 2.3 to 3.3. Scores on the second assignment ranged from 2.5 to 3.6. | | | |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | |
| **Results**: Writing formal lab reports is a learning process. The Department sees a significant improvement in the number of students meeting the benchmark from the first to second writing assignments.  **Conclusions**: A description of the sections (background, data analysis, etc) of the lab reports was given in the syllabus. Students received detailed feedback on their first lab report and were given an opportunity to revise. The scores showed improvement from the first to second assignment. Receiving feedback on the first assignment is critical for students to learn from their mistakes and to make adjustments in their writing.  **Plans for Next Assessment Cycle**: The quality of the submissions increased from assisgnment 1 to assignment 2. The current mwthod works and will continue to be used to assess students’ writing assignments. | | | | |

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| **Program Student Learning Outcome 2** | | | | |
| **Program Student Learning Outcome** | **Interpret and Explain Data about Chemical Systems** | | | |
| **Measurement Instrument 1** | **American Chemical Society Exam in Analytical Chemistry**  This is a nationally-normed 50-question multiple choice exam given at the conclusion of the CHEM 330 (Quantitative Analysis) course (required of all majors and minors). | | | |
| **Criteria for Student Success** | 50%-tile ranking or higher | | | |
| **Program Success Target for this Measurement** | | 50% of students taking the exam | **Percent of Program Achieving Target** | 60% |
| **Methods** | Assessment was given to all students in the course. | | | |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | |
| **Results**: The percentage of students achieving the target percentile of content mastery over the last three AY’s is: 73% AY 21/22, 54% AY 22/23 and 60% AY23/24. The course is a sophomore/junior-level course. However, we are seeing more student delaying the course until their senior year. As a result, some students have difficulty in recalling information and material covered in the freshman-level courses (121 and 222).  **Conclusions**: With the retirement of a long-standing faculty member, a new faculty member was charged with teaching the course during AY 23/24. The new faculty member introduced several new laboratories to rejuventate this lab aspect of the course. It is too early to know if changes in the course will lead to students opting to take the course earlier in the academic career.  **Plans for Next Assessment Cycle**: Review-type exercises at the beginning of the course may be used so that students can identify their content weaknesses and review tose areas early in the course. Additionally, instructors in the freshman-level courses and advisors will be asked to encourage students to take the course earlier in theor academic careers. | | | | |

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| **Program Student Learning Outcome 3** | | | | |
| **Program Student Learning Outcome** | **Describe and discuss structure-property-function relationships for a variety of molecules** | | | |
| **Measurement Instrument 1** | **American Chemical Society Exam in Organic Chemistry**  This is a nationally-normed 50-question multiple choice exam given at the conclusion of the CHEM 342 (Organic Chemistry 2) course. | | | |
| **Criteria for Student Success** | 50%-tile ranking of higher | | | |
| **Program Success Target for this Measurement** | | 50% of students taking the exam | **Percent of Program Achieving Target** | 26% |
| **Methods** | Assessment was taken by all students in the course. | | | |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | |
| **Results**: The percentage of students achieving the target percentile of content mastery over the last three AY’s is: 39% AY 21/22, 46% AY 22/23 and 26% AY23/24. The course is a sophomore/junior-level course. However, we are seeing more student delaying the course until their senior year. As a result, some students have difficulty in recalling information and material covered in the freshman-level courses (121 and 222).  **Conclusions**: It was proposed that the low percentages of students achieving the target percentile of content mastery was a fuction of the students’ lack of mastery of content material from previous coursework and the use of online instruction during the pandemic, and the return to in-person learning would lead to a higher percentage of students achieving mastery of the content as reflected by the increase from AY 21/22 to AY 22/23. The current drop in student performance is not easily explained. There have been no major changes in content coverage, textbook, ancillary materials or testing from previous cycles.  **Plans for Next Assessment Cycle**: The faculty in charge of the CHEM 340 and 342 Organc Chemistry sequence will meet at the beginning of the Fall semester to discuss the implementation of interventions, such as use of review exercises, faculty/student-lead review sessions and introduction of online homework. | | | | |

