

Program-Level Assessment: Annual Report

Program: BA Biochemistry	Department: Chemistry
Degree or Certificate Level: Undergraduate	College/School: A&S
Date (Month/Year): June 2020	Primary 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? 2018	

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

None. This is Year 3 of a 3-year cycle. 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.

2. Assessment Methods: Student Artifacts

Which student artifacts were used to determine if students achieved this outcome? Please 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.

n/a

3. Assessment Methods: Evaluation Process

What process was used to evaluate the student artifacts, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

n/a

4. Data/Results

What were the results of the assessment of the learning outcomes? 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 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
- Student artifacts collected
- 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 the 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 assessment data?

At this point, reviewing of previous assessment findings and changes is not meaningful. Because our assessment plan is on a three-year cycle and this is Year 3, (1) changes have only been implemented for less than two years (very little data before the change and very little data after the change) and (2) the corresponding learning outcomes will not be re-assessed until next year at the earliest. Beginning with next year's report, we will be able to start assessing changes made after Year 1.

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

See #7A above.

C. What were the findings of the assessment?

See #7A above.

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

See #7A above.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.