



Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. Degree Level and Program Name: BA Chemistry, BS Chemistry, BS Biochemistry

2. College/School: College of Engineering & Science

3. Assessment Overview - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

There are a total of eight (8) learning outcomes that make up the BA and BS of Chemistry degree programs. Added to these are two (2) learning outcomes specific to the BS Biochemistry degree. Approximately 1-3 outcomes are measured as a group per year. Faculty assess student learning by the direct measures of normalized testing using American Chemical Society instruments and from embedded assignments (exams, quizzes, and projects using rubrics).

4. Student Learning Outcomes - Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

Demonstrate a mastery of factual knowledge across five content areas of chemistry (analytical, biochemical, inorganic, organic, physical).

Institutional Outcomes - For which institutional outcome(s) do the reported student learning outcome(s) align?

SLO Outcome Alignment	Institutional Outcome
	I. Jesuit & Mercy Values
	II. Diversity & Cultural Awareness
Yes	III. Critical Thinking & Problem Solving
	IV. Communication
	V. Professionalism
Yes	VI. Lifelong Learning

6. Assessment Period: Select the academic year for which you are reporting results (i.e. when data were collected):

2023-2024



7. Results, Planned Actions, and/or Actions Taken -Briefly summarize the assessment results, how they relate to benchmark(s), and how you are using them to enhance student learning and improve program quality.

61% (37/61) of CHM 2290-01 students earned an ACS test score score of 50th percentile or better on the 2024 Organic Chemistry full-year Form, which is above the 50% benchmark for the group of students. Students' opportunities for improvement were in multi-step synthetic sequences and molecular orbital theory. In response to these results, the Department decided to solidify its learning outcomes across all sections of this course and involve all sections in use of the ACS exam metric to improve student success in the identified areas.

Attachment(s): NA