

**Departmental and Program Assessment  
Annual Assessment Plan Basic Update**

Academic Year: \_\_\_\_2013-2014\_\_\_\_

Academic Unit: \_\_\_\_Chemistry Department\_\_\_\_

Chair: \_\_\_\_\_Liz Gron\_\_\_\_\_

**Student Assessment Plan (SAP) – Basic Check-list**

1. Have any changes been made to your program's student assessment plan or student learning goals?  
Your recent version should be on the web at  
<http://www.hendrix.edu/academics/academics.aspx?id=7264>. If you have made changes, then attach a copy of the new plan or goals.  
  
☐ yes   ☒ no
2. Are student learning goals available to students on the web on the departmental/programmatic page(s)? If not, then this will be considered as an action plan for the coming year.  
  
☒ yes   ☐ no
3. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program? If not, then this will be considered as an action plan for the coming year.  
  
☒ yes   ☐ no

**Student Assessment Plan Development** - Departments and programs who have a complete and current SAP should consider the next step in SAP development.

1. As a next step in SAP development, departments/programs are encouraged begin working on an assessment audit to determine how student learning goals fit across the courses in the major. Sometimes the term “scaffolding” is used to describe this process. This could be as complicated as a full grid of student learning goals, or a single learning goal, across the courses in the major. (This has not been required of departments, but it is a recommended next step when the SAP is up to date.) Has your program already done this?

☒ yes   ☐ no   *If yes, please provide any **new** results in either in prose or as a table. If no, then this could be the next annual action plan for your program.*

Now with updates to include CHEM150 and some of the upper level laboratories.

**Yearly Assessment Report** – each department or program is expected to have assessment discussions for at least two hours each academic year. If necessary, help is available from David Sutherland, just call.

1. What was your planned action item identified in your last report?
  - a. Finish assessment of 2013 DUCK and we expect to implement it if all goes as planned.
  - b. Create a spreadsheet to create sub-disciplinary sub-scores for students.
  - c. Complete a departmental review.
2. Briefly summarize the topics discussed in your annual assessment meeting.

The Department Participated in a Departmental Review so we met many time. In particular the meetings on January 20<sup>th</sup> and 21<sup>st</sup> focused on Assessment of Senior Attainment.

  - 2013 DUCK (capstone exam) There were no errors found by the faculty and we instituted the new exam. We have individually finished our analysis of content coverage, but the whole needs to be collated.
    - Senior success was a major discussion which included how to define success and how to measure it
3. What was the conclusion of your assessment discussion and how did the collected assessment data inform your conclusion? Specifically describe any curricular or programmatic changes that have been made that were based, at least in part, on the data in your SAP.

Many of the pieces of data that we collect as part of the SAP (DUCK grades, senior seminar and graduate destination) give us a data that relates to senior student academic attainment.

Using historical data we created a graph of external research presentations versus total number of majors [BCMB, CHEM and CHPH] that indicates consistent growth in external research presentations as the number of students served increased. While this was a positive outcome, we want further indication that the program is generating students with the skills to be successful.

Other SAP collected data is not yet in an effective form: the capstone exam (2013 DUCK) is too new, and the capstone grades need a better rubric to assure consistent grading across faculty before it is a tool that can assess the cohort versus past years.

Additionally, we really need to look data that reflects post-graduate attainment. We do not have Alumni data beyond what is know when they graduate.

4. Define one new action item for your assessment discussions next year.

To assess senior quality and graduate success:

- Develop a senior capstone paper rubric to use the same criteria across a growing department.
- Develop our Alumni data base and work to create a survey (ideally for use in 2015-2016)