

The Department currently has a five-member Assessment Committee chaired by the Assessment Liaison. This group has recently revised our student learning outcomes (SLOs), and additional outcomes have been added which align well with established college/university learning competencies. This new set of SLOs has been reviewed and approved by the Department.

Over the last two years, assessment activities in the department have been advancing steadily and continue to bear fruit. Examples of some of these activities include:

- (1) To assess basic knowledge in chemistry's subdisciplines (organic, physical, inorganic, biochemistry, and analytical), ACS standardized exam questions are embedded in course finals or in review material for final exams. In organic chemistry, this form of assessment has underscored the importance of problem-solving activities, which has led faculty to propose making the recitation session for Organic Chemistry I (Chem 333) mandatory for all students taking this course.
- (2) For the assessment of student laboratory notebooks, a generalized lab notebook rubric has been crafted, which may be tailored for specific lab courses by faculty coordinators.
- (3) For the assessment of student oral presentations and seminars, a rubric has been developed, which is now used for all Department seminars and for a variety of upper division courses in which presentations are required.
- (4) Chem 495 and Chem 499 have been recognized as capstone courses, and as such, they are being modified in content to require student oral presentations and/or written reports which will be evaluated with appropriate rubrics.