

Department/Unit Chemistry and Biochemistry College/School CNSM

Environmental Chemistry M.S. program

NOTE: This is a new document for the Academic year 2010-11. Please contact Bill Simpson or the Provost's office for prior years.

Table 4.1 Outcomes Assessment Implementation Summary			
Complete a separate table for each degree and certificate program			
	Academic Year		
	2010-11	2011-12	
Assessment information	<p><i>Graduate program assessment forms were compiled in May/June 2011 and results were analyzed by considering whether students were deficient (below the expected level for their year in program), at expectation, or exceeding expectations. The percent of students exceeding the expectation minus the percent of deficient students is tabulated below:</i></p> <ol style="list-style-type: none"> 1. Specific knowledge of literature 33% 2. Ability to critically analyze literature 33% 3. Technical abilities 67% 4. Quantitative abilities 33% 5. General knowledge of field 33% 6. Presentation skills 33% 7. Writing Skills 67% 	<p><i>Graduate program assessment forms were compiled in May/June 2012 and results were analyzed by considering whether students were deficient (below the expected level for their year in program), at expectation, or exceeding expectations. The percent of students exceeding the expectation minus the percent of deficient students is tabulated below:</i></p> <ol style="list-style-type: none"> 1. Specific knowledge of literature 33% 2. Ability to critically analyze literature 33% 3. Technical abilities 67% 4. Quantitative abilities 67% 5. General knowledge of field 33% 6. Presentation skills 67% 7. Writing Skills 67% 	

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	<p><i>These primary data are used to address our first three learning objectives.</i></p> <p><i>All graduating students met or exceeded all assessment criteria.</i></p> <p><i>Publication data was collected and are in departmental records.</i></p> <p><i>Employment: There were 2 M.S. graduates. One M.S. Graduate is employed in field, and one M.S. graduate is not seeking employment at this time (having a baby).</i></p>	<p><i>These primary data are used to address our first three learning objectives.</i></p> <p><i>All graduating students met or exceeded all assessment criteria.</i></p> <p><i>Publication data was collected and are in departmental records.</i></p> <p><i>Employment: There were 3 M.S. graduates. One M.S. Graduate is employed in field, and one M.S. graduate seeking employment in education, the third is seeking employment in field.</i></p>	
<p>Conclusions drawn from the information collected above and how are faculty collectively involved in drawing conclusions</p>	<p><u>1) Technical abilities and presentation skills:</u> Students scored very well or well on points 3 (Technical) and 1 (Literature) and 5 (Knowledge of field) of the assessment survey. Annual progress reports also indicated students were making progress.</p> <p><u>2) MS grads will contribute to the field:</u> All graduating and advancing students met all</p>	<p><u>1) Technical abilities and presentation skills:</u> Students scored very well points 3 (Technical) and 1 (Literature) and 5 (General knowledge of field) of the assessment survey. Annual progress reports also indicated good progress in these areas.</p> <p><u>2) MS grads will contribute to the field:</u> All graduating and advancing students met all</p>	

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	<p><i>criteria.</i></p> <p>3) <u>Communications</u>: Students performed very well or well in oral (point 6) and written (point 7) communications.</p> <p>4) <u>Employment</u>: Employment of students remains very strong.</p>	<p><i>criteria.</i></p> <p>3) <u>Communications</u>: Students performed very well in oral (point 6) and written (point 7) communications.</p> <p>4) <u>Employment</u>: Employment of students remains very strong.</p>	
<p>Curricular changes resulting from conclusions drawn above</p>	<p>1) No changes.</p> <p>2) No changes.</p> <p>3) No changes.</p> <p>4) No changes.</p>	<p>1) No changes.</p> <p>2) No changes.</p> <p>3) No changes.</p> <p>4) No changes.</p>	