Department/Unit Chemistry and Biochemistry **College/School** _CNSM_____

Chemistry M.A. program

NOTE: This is a new document for the Academic year 20010-11. 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	*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. Due to limited numbers in the MS and MA programs, there were only two responses, and all areas had one student at expected level, one exceeding.* *One student graduated with an MS degree in the summer of 2010, but our new assessment plan was just being established at that time, so no data was captured.* *Publication data was collected and are in departmental records.* *Employment: The M.S. graduate in this year is*	In May 2012, we collected data on M.A. student in the program, for which there was only one completed response sheets. These data were captured at M.A. project defense. The student was considered to be weak in technical and quantitative skills. The M.A. graduate went on to enter Pharmacy graduate school.

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	employed.	
Conclusions drawn from the information collected above and how are faculty collectively involved in drawing conclusions	*1) Technical abilities and presentation skills: Students scored 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.* *2) MS grads will contribute to the field, MA grads do not have explicit research required: The assessment survey indicated good performance on critical thinking aspects, points 2 (Critical Literature) and 8 (PhD hypothesis development).* *3) Communications: Students performed well in oral (point 6) and written (point 7) communications.* *4) Employment: The one graduate of the MS program is employed in field.*	1) Technical abilities and presentation skills: The M.A. student was considered weak in technical skills and quantitative ability. 2) MS grads will contribute to the field, MA grads do not have explicit research required: The M.A graduate wrote a project report, completing their degree. 3) Communications: The M.A. student slightly below desired level in oral communications, but at good level in written communication. 4) Employment: The M.A. student continued education through pharmacy school.
Curricular changes resulting from conclusions drawn above	*1) No changes.* *2) No changes.* *3) No changes.* *4) No changes.*	Overall, the numbers of students in the M.A. program are too small to assess reasonably. Because of the small size of our Masters program, the department decided at our Spring 2013 retreat to consolidate all Masters degrees into the Chemistry masters degree and continue the former M.S. degrees in Biochemistry and Molecular Biology and Environmental Chemistry as concentrations under that Masters. Please see the SLOA form for the Chemistry M.S. program for more details.