Colorado State University – Pueblo Academic Program Assessment Report for AY 2016-2017 **Due: June 1, 2017**

Program:____Biohemistry, M.S._____ **Date:** __July 28, 2017_____

Completed by:__Richard Farrer_____

Assessment contributors (other faculty involved in this program's assessment): __none_____

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A. Which of the program SLOs were assessed during this cycle? **Please include the outcome(s) verbatim from the assessment plan.**	B. When was this SLO last assessed? Please indicate the semester and year.	C. What method was used for assessing the SLO? **Please include a copy of any rubrics used in the assessment process.**	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.	E. What is the expected achievement level and how many or what proportion of students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
1: Chemistry MS students will be able to evaluate the scientific literature and to use it in their courses and research.	Spring 2016 by Richard Farrer.	This SLO is assessed through both performance in coursework and performance during thesis committee meetings. I believe that all 500 level	CHEM510(0 students), CHEM592(0 students), CHEM593(1 students), CHEM589(0 students), CHEM599(1 student), CHEM513(1 student),	All students should receive a grade of A or B in all graded courses. All students should have positive reviews from	Only one student (Brent Schofield) active in the Biochem MS program at this time.	Student satisfactorily progressing toward graduation.	None.

		courses involve some evaluation of literature; however all MS students begin their coursework in CHEM510, where students are expected to develop a thesis plan. Additionally, in CHEM593 (seminar) and CHEM589 (thesis defense), students are required to demonstrate significant knowledge of scientific literature. For students who take the intership option, CHEM588 is the intership defense. Also, students are	CHEM525(1 student), CHEM591(1 student). The one student held two thesis committee meeting sduring the year.	committee meetings – which shows that the student is making the necessary progress toward graduation. All students should receive an A in the thesis defense – showing mastery of their area of study and research. Realistically, some student perform poorly in classwork – many students not prepared for depth, breadthe, and scope of courses and/or			

		evaluated during research credits, CHEM599 and CHEM592.		research. Students must maintain a 3.0 GPA to remain in good standing in the program.			
2: Chemistry MS students will be able to effectively communicate scientific research, both their own and information from the research literature, in written and oral fashions.	Spring 2016 by Richard Farrer.	See SLO 1. Coursework, research, and committee meetings are used to guide and direct the student toward mastery in this area, and also for purposed of evaluating the students' growth and abilities in these areas. Additionally, individual research group meetings often require students to discuss their research with	CHEM510(0 students), CHEM592(0 students), CHEM593(1 students), CHEM589(0 students), CHEM599(1 student), CHEM513(1 student), CHEM525(1 student), CHEM591(1 student). The one student held two thesis committee meeting sduring the year.	Formal evaluations occur during courses, committee meetings and thesis defenses. Non-formal evaluations occur in regular group meetings, meetings with advisors, and in everyday laboratory interactions.	Satisfactory progress.	Student satisfactorily progressing toward graduation.	None.

		the faculty mentor and other group members – such discussions often lead to analysis of data via the scientific method and through critical thinking. Thus, some of the best areas for growth of the students occurs in non-formal, non-graded settings. Honestly, these are the important times the student needs to succeed – since employment will be more similar to these occasions than courses.					

3: Chemistry MS students will develop and master the scientific problem solving skills required to define and solve basic or applied original scientific questions using the scientific method	Spring 2016 by Richard Farrer.	See SLO 2.	CHEM510(0 students), CHEM592(0 student), CHEM593(1 student), CHEM589(0 students), CHEM599 (1 student). Also, all students have had at least one committee meeting this past year.	Again, all students should complete each course with an A or B, and students should have positive reviews after each committee meeting. However, the committee meetings are also to assist misdirected students back to a path toward graduation. At the time the students choose to defend their thesis/internship, the student must be at or very near	Satisfactory progress	Student satisfactorily progressing toward graduation.	None.

				mastery of their material, and have a firm grasp on the scientific method and how to apply it to experimental design, data analysis, and production of results.			
4: Chemistry MS students will actively engage in collaborative research or internships and discourse with the faculty in the Chemistry Department and other STEM disciplines as appropriate	Spring 2016 by Richard Farrer.	CHEM592 and CHEM599 – research, CHEM598 – intership. Final assessment at thesis defense (CHEM589) or intership defense (CHEM588).	CHEM592(0 students), CHEM599(1 student), CHEM589(0 students).	Students graded on CHEM599 – thesis research and CHEM588/589 defenses. All other internship/research is pass/fail. All students should be receiving either an A or B in thesis research, and all	No thesis defenses during the year.	Faculty await the next defense…	None.

				students should be receiving satisfactory grades in S/U coursework. Students should receive A's for defenses.			
5: Chemistry MS students and faculty will disseminate the prodcts of the Chemistry MS program within the CSU-Pueblo community and communities outside the university in activities using their professional expertise	Spring 2016 by Richard Farrer.	CHEM588, CHEM589, CHEM593, CSU-Pueblo symposia, and regional and national scientific meetings. Also, publication of material in scientific journals.	CHEM589(0 students) and CHEM593 (1 student). Graduate students presented their research at the RAGE Graduate Student Symposium that was held Spring 2017 – four students presented research as this symposium.	Students are expected to receive A's in their defenses. For symposia, students are expected to know the material and confidently discuss their experiments and results. This is typically the case, since faculty ensure that the material is prepared	Brent presented a poster at the 2017 CSU-Pueblo Research Symposium.	Progress satisfactory.	None.

				well, and the student is also prepared. Faculty spend many hourse working with students in preparation of presentations.			

During the 2016-2017 academic year, no graduations from the MS in Biochemistry program. There is one student, who completed his research and is currently working toward a doctorate at another institution, that is attempting to finish his thesis. Unfortunately, one of his committee members was Dr. Dan Caprioglio, so we need to determine the professor that will take Dr. Dan's place on his committee.

II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?

Only one student active in the Biochemistry MS program at this time. As a result, assessment of the program based on one student is difficult (impossible?). However, the student, Brent Schofield, is performing at a high level and is well on his way to completing his degree

Please find the assessment for for thesis committee meetings attached.

Chemistry Department
Master of Science in Biochemistry

Graduate Advisory Committee Meeting Progress Report

To be filed with the Program Director, student and Advisor. Check: Thesis ☐ Internship ☐ 3+2 ☐

Student Name: _____ Date of meeting:_____

Title: _____

_____

	Satisfactory	Satisfactory with deficiencies	Unsatisfactory
1. _____ Graduate Advisor			
2. _____ Committee Member 1			
3. _____ Committee Member 2			
4. _____ Committee Member 3			

Each committee member signs and checks the appropriate box indicating the overall evaluation. The thesis advisor summarizes the major outcomes of the meeting below, discusses it with the student, and the students signs at the bottom.

Familiarity with Background Literature:

Experimental Design:

Communication of Project Design and Progress:

Progress Summary:

Action Plan for Next Semester:

_____ _____

Student signature Date