



**Institutionalizing Assessment**  
**Chemistry Five Year Plan** (Feb 2009)

Check one: <input type="checkbox"/> Undergraduate Program <input type="checkbox"/> Graduate Program <input type="checkbox"/> GenEd <input type="checkbox"/> Support Courses	
Program: Chemistry	Submission Date: 1/19/2010
Reporting Cycle Year: <input type="checkbox"/> 1 <sup>st</sup> Year <input type="checkbox"/> 2 <sup>nd</sup> Year <input type="checkbox"/> Final Year	
<p>Assessment Plan (if previously submitted in a prior progress report, specify "previously submitted") <b>Previously submitted</b> <b>Assessment Implementation Date (AY):</b> 2009 -2010 Assessment of Quantitative skill – Design questions, Collection and Analysis of Data 2010-2011 Assessment of Quantitative skill – Continue to apply Test questions, collect data, finalize assessment tools; Implementation to close the loop 2011 - 2012 Continue Implementation and final data collection on Quantitative skill 2012 -2013 Plan for Phase II of Assessment: to assess communication skills 2013 – 2014 Design questions and run preliminary tests, collect and analyze</p> <p>Specify expected student learning outcomes: 1. To assess the Quantitative and Critical Thinking skills 2. To assess the Communication skills</p> <p>Specify the tool(s) that will be used to measure student learning: 1. Pre and Post Test for all courses taught 2. Embedded Questions 3. Laboratory report 4. Item analysis from standard exams 5. Project paper 6. Seminar 7. Exit survey 8. Alumni Survey 9. Standardized American Chemical Society Exam</p>	
Status of Data Collection: Some Data for 2007, 2008, 2009 has been collected on Pre and Post Test Data collection for Pre and Post Test will continue in 2010 and 2011 Data from the Standardized American Chemical Society Exam has been collected for 2007,	



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2008, 2009; to be continued in 2010 and 2011

Collect new data from other assessment approach such as seminar, reports, exit survey, embedded questions

Assessment Report:

Annual assessment report will be submitted

Closing the Loop:

Some short term assessment outcome has been implements, e.g. regular spot quizzes

Small group tutorial and chemistry club initiated but needs to be sustained.

Peer tutorial needs to be facilitated

Need to address major program curricula changes

NOTE: This form is designed to assist you with the on-going assessment process and to dovetail with assessment reporting in the program review process.