

Millikin University  
Student Learning in the Chemistry Major

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### Executive Summary

The Department of Chemistry supports the mission of the university in preparing students for professional success, democratic citizenship in a global community, and a personal life of meaning and value by producing graduates who achieve the following three chemistry-specific learning outcome goals:

1. Demonstrate the skills to solve problems and communicate through writing and speaking.
2. Discover how to integrate and apply knowledge and skills both within the chemistry community and between chemistry and other disciplinary communities.
3. Develop the capacity to address real-world scenarios in which chemistry plays a role.

Our curriculum introduces each student to the five sub-fields of chemistry recommended by the American Chemical Society Committee on Professional Training (ACS-CPT). The Chemistry curriculum incorporates the integration of theory and practice. Theory is emphasized in classroom activities while practice is emphasized in the laboratory. In some cases, courses tightly integrate the two. All chemistry majors complete a core curriculum. Depending upon their individual interests, students then select additional study in one of four areas that we call emphases: research, secondary education, biochemistry, or business.

Regardless of emphasis, undergraduate research is the capstone of the chemistry major at Millikin. Students in the Department of Chemistry demonstrate performance learning in the three stages of an undergraduate research project: proposal, performance, and presentation. This activity requires the synthesis of all three learning outcome goals and therefore is the easiest to assess uniformly. Excellent undergraduate research characterizes excellent chemistry programs.

We developed a rubric for assessing each component of undergraduate research: proposal, performance, and presentation (oral and written). Based on the evaluation of student work artifacts using our rubrics, we rate our current status on all three learning goals as "green light" (at an acceptable level). We will continue to work on ways to ensure that all our students perform at the "green light" level in the future.

## Report

### Performance Learning

Millikin students thrive through our unique approach to performance learning. In addition to a solid foundation in the theory of a given field, Millikin students gain practical, hands-on experience in their fields of study. Students in the Department of Chemistry demonstrate performance learning in the three stages of an undergraduate research project. Our students learn how to plan and communicate their plan for research by writing a proposal. They learn to conduct research by performing research. They learn how to communicate their results through written and oral presentations. We want our students to learn how to do chemistry the way chemists do it, and we accomplish that by having our students **do** chemistry the way chemists do it.

The culmination of performance learning for students in the Department of Chemistry is presentation of their research to an external audience. Seven chemistry majors graduated this May. One of the seven students presented his research at the 2016 national convention of Sigma Zeta National Science and Mathematics Honor Society. Another student presented her research at the 251<sup>st</sup> national meeting of the American Chemical Society. Seven students presented their research at the 2016 Millikin University Undergraduate Research Poster Symposium, and four of them received awards for their posters, including two first place awards, a second place award, and a third place award.

The Department of Chemistry further supports the mission of the university in preparing students for professional success, democratic citizenship in a global community, and a personal life of meaning and value. The mission of the department is to produce graduates who achieve the following three learning outcome goals:

1. Demonstrate the skills to solve problems and communicate through writing and speaking.
2. Discover how to integrate and apply knowledge and skills both within the chemistry community and between chemistry and other disciplinary communities.
3. Develop the capacity to address real-world scenarios in which chemistry plays a role.

The successful graduate of the Department of Chemistry is not necessarily a professional chemist. For example, recent graduates are working in the chemical and pharmaceutical industry, practicing medicine or pharmacy, selling technical goods and services, running their own businesses, teaching, and working in the areas of government and law, among other things.

## Snapshot

The Department of Chemistry is approved by the Committee on Professional Training (CPT) of the American Chemical Society (ACS). The department consists of five full-time faculty members representing the five major sub-fields of chemistry: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. All chemistry majors choose one of four emphases: biochemistry, business, research, or secondary education. Students complete 23 credits of common core courses plus additional courses specific to the emphasis. Our CH121-General Chemistry course serves approximately 200 students per year, including students majoring in chemistry, biology, nursing, elementary education, athletic training, physical education, psychology, and exploratory studies, *inter alia*. Our CH224-Inorganic Chemistry and CH301/302-Organic Chemistry courses each serve approximately 50-65 students per year, primarily chemistry and biology majors. In the decade from 1994 to 2004, approximately nine majors per year graduated with chemistry degrees. Since 2004, the number of majors has typically been above that number—as high as 18 in 2008—in part due to the 83,000-square-foot Leighty-Tabor Science Center, which opened in the spring 2002 semester. Approximately half of our graduates pursue advanced degrees.

*Faculty:* Students can only thrive when an active and engaged faculty mentors them. Fortunately, that is the case in the Department of Chemistry. In the past year, one faculty member successfully obtained Project SEED funding from the ACS to enable economically disadvantaged local high school students to perform research at Millikin. Two faculty members attended the Sigma Zeta National Convention. One faculty member helped the Millikin University Institute for Science Entrepreneurship launch a program in Clinical Nuclear Science and attended the 251<sup>st</sup> National Meeting of the [ACS](#), continuing a tradition of excellence in teaching and research that is a hallmark of the Department of Chemistry.

The department has experienced a “changing of the guard” in terms of faculty. The department welcomed analytical chemist Kyle Knust to the faculty in August. Furthermore, the position of Laboratory Support Specialist, which began with the Fall 2011 semester, was eliminated for the 2015-2016 academic year due to budget cuts. This person taught half-time and worked half-time setting up teaching labs, maintaining the chemical inventory and storeroom, and assisting with the development of curricular materials. Even before the loss of this position, the department hired nearly 3 FTE adjunct instructors. Therefore, a short-term goal of the department is to recover one full-time position as soon as budget conditions permit and to add a sixth tenure-track position within five years. Another short-term goal in the area of staffing is to secure a change in status from part-time to full-time for the administrative assistant who supports the department and the pre-professional programs.

*Curriculum:* In terms of curriculum, [external forces have driven the most recent initiatives for](#) our department. For example, a unilateral decision by the faculty of another science department as to how to advise their students to select courses resulted in the decimation of the enrollment in CH131—Accelerated General Chemistry. Consequently, we will not offer the course in fall 2016. Also, in response to the recent budget crisis, the department decided to begin offering CH420—Instrumental Analysis and CH406—Advanced Inorganic Chemistry on an alternating-year basis instead of offering each on an annual basis. In addition, the retirements of two senior faculty members coupled with the loss of the Laboratory Support Specialist position have eliminated much of the faculty expertise with respect to teaching Block General Chemistry, so the future of that course is tenuous. These changes, and the hiring of two junior faculty members in three years, inspired us to begin a thorough curriculum review in the spring 2016 semester.

*ACS-CPT Approval:* Beginning in 2008, ACS-CPT modified the curricular requirements necessary for program approval. A review of our curriculum indicates that our current curriculum meets the modified ACS-CPT requirements. We recently submitted our six-year comprehensive report to ACS-CPT to maintain our program approval.

*Green Chemistry:* Green chemistry, or the intentional reduction of hazards associated with chemical processes and/or products, has been a feature of undergraduate research in the department since 1997, and a theme within our laboratory courses since 2002. In the spring 2016 semester, we signed the Green Chemistry Commitment, joining 30 other colleges and universities and becoming the second from Illinois. One obligation of the commitment is to incorporate toxicology, environmental science, and other closely related areas into the curriculum. Therefore, a goal for our department for the next two years is to develop a mechanism for introducing our students to toxicology through our existing courses. In the longer term, we will look to discuss green chemistry ideas more often in more courses.

*Summary:* Approval by the [ACS-CPT](#); excellent facilities; a dynamic curriculum that evolves to meet the needs of our students; students demonstrating performance learning; an active and engaged faculty. What does it add up to? According to information from the Career Center, a **comprehensive success rate of 100%** for chemistry graduates from 2004-2015.

## The Learning Story

Three hallmarks characterize the typical learning experience provided through the chemistry major:

1. **Do Chemistry as Chemists Do It.**

Students use modern instruments from the first lab class in the first year; repeating experiments should be normal, not remedial. The desired outcome of an experiment is an accurate, reproducible, unambiguous result, not a predestined “right one.”

2. **Modern Chemistry is Integrated.**

Chemists address problems with concepts and techniques that span the various sub-fields of chemistry. Moreover, biologists, nurses, psychologists, and physicians also regularly use these same concepts and techniques.

3. **The Main Goal of Laboratory is Tackling a New Problem Capably.**

We design experiments to develop maximum independence, not maximum coverage.

The curriculum map is included as Appendix 1. Our core curriculum introduces each student to four of the sub-fields of chemistry while providing a foundation in essential laboratory techniques. The additional courses in each emphasis then offer students more specialized technical training. Regardless of emphasis, undergraduate research is the capstone of the chemistry major at Millikin. It has three components, including the proposal, the research, and final written and oral presentations.

The proposal is part of the CH254—Introduction to Research course. The proposal must be a project suggested by a faculty member or an industrial mentor (with consent of a faculty member). The proposal includes a background section that shows careful reading of primary journals. Ideally, the research should be connected to a real-world problem.

In terms of the actual research, we look for consistent work over time. The student should try to do a project that might be presented at a meeting, especially the National Meeting of the ACS. The lab notebook is assessed to determine the quality and quantity of work. The best projects generate new knowledge.

In CH482—Senior Seminar, the student writes the final report and presents the work orally. This presentation includes an explanation of the context of the work, the techniques used, the data, and what the results mean. The student is also expected to reflect on what he or she learned about chemistry in the process.

Just as the curriculum helps the department achieve goals for student learning outcomes and helps students actualize their plans of study, so too does the advising process. Advising in the Department of Chemistry facilitates and integrates reasoned choices that promote the student's growth as a person and as a major. In order to realize this mission, we try to help students:

1. Develop plans of study for successfully achieving their degree and career goals,
2. Select courses each semester to progress toward fulfilling their plans of study,
3. Use the resources and services on campus to assist in fulfilling their plans of study, and
4. Graduate in a timely manner.

At least once a semester, the student meets in person with the academic advisor to discuss fulfillment of the plan of study.

### Assessment Methods

We decided that assessment of the three stages of undergraduate research is the most informative way to assess the three learning outcome goals. The research project is the culminating event of each goal as well as the climax of each emphasis within the major. We have created rubrics for assessing the proposal, performance, and presentation of research. These rubrics are attached as Appendix 2.

### Assessment Data

Department goal 1 will be assessed in CH482 using the "Final Presentation" rubric. Department goal 2 will be assessed in CH254 using the "Proposal" rubric. Department goal 3 will be assessed in CH391/491 using the "Research" rubric.

As noted above, each department learning goal will be assessed by evaluating student learning in one class. Five to 10 students from each class will be randomly selected for evaluation. As a general rule, one-half of a given class will be selected; for classes with fewer than 5 students, all students in the class will be evaluated; for classes with greater than 20 students, 10 will be randomly selected.

The grading rubrics used to assess each learning goal have three categories: Excellent, Adequate, and Nominal. The range of points possible on each rubric is 2-14. A student ranked "adequate" on all evaluative items would have a numeric score of 8. All students should be ranked "adequate" (i.e., have a minimum score

of 8 on each rubric) if the department goals are being achieved. Realistically, however, there may be students, for a variety of reasons, who are ranked less than “adequate”. Considering the small sample sizes typically available in a given class, the following assessment criteria will therefore be used to evaluate student progress in achieving department learning goals:

- “Green light” (an acceptable level or clearly heading in the right direction and not requiring any immediate change in course of action): 80% or more of the students ranked “adequate” or “excellent”;
- “Yellow light” (not an acceptable level; either improving, but not as quickly as desired or declining slightly. Strategies and approaches should be reviewed and appropriate adjustments taken to reach an acceptable level or desired rate of improvement): 60% to 79.9% of the students ranked “adequate” or “excellent”; and
- “Red light” (our current status or direction of change is unacceptable. Immediate, high priority actions should be taken to address this area): fewer than 60% of the students ranked “adequate” or “excellent”.

For reporting purposes, a rubric numeric score of 13-14 will be considered “excellent”; a score of 8-12 will be considered “adequate”; and a score less than 8 will be considered “nominal”. Assessment data are listed in the tables below.

Table 1.

Department Goal 1: Demonstrate the skills to solve problems and communicate through writing and speaking.

Rubric Category	Percentage of students in category
Excellent	20
Adequate	60
Total of above (used for rating)	80
Nominal	20
Number of students evaluated	5
Average numeric score	10.8

Rating for goal 1: “Green light”.

Table 2.

Department Goal 2: Discover how to integrate and apply knowledge and skills both within the chemistry community and between chemistry and other disciplinary communities.

Rubric Category	Percentage of students in category
Excellent	40
Adequate	60
Total of above (used for rating)	100
Nominal	0
Number of students evaluated	5
Average numeric score	11.4

Rating for goal 2: "Green light".

Table 3.

Department Goal 3: Develop the capacity to address real-world scenarios in which chemistry plays a role.

Rubric Category	Percentage of students in category
Excellent	20
Adequate	80
Total of above (used for rating)	100
Nominal	0
Number of students evaluated	5
Average numeric score	12.2

Rating for goal 3: "Green light".

Table 4.

Year-by-Year Comparisons.

Year →		2012	2013	2014	2015	2016
Goal ↓						
1	Rating percentage	100	100	75	100	80
	“Color” rating	Green	Green	Yellow	Green	Green
2	Rating percentage	84	100	100	100	100
	“Color” rating	Green	Green	Green	Green	Green
3	Rating percentage	83	100	62.5	80	100
	“Color” rating	Green	Green	Yellow	Green	Green

Ratings: ≥80% = Green; ≥60% - <80% = Yellow; <60% = Red

### Analysis of Assessment Results

For the 2015-2016 academic year, student learning for all three of our learning goals was assessed at the “green light” level (an acceptable level or clearly heading in the right direction and not requiring any immediate change in course of action). This is the tenth consecutive year in which student learning for goal #2 has been at the “green light” level. This is the ninth time in ten years in which student learning for goals #1 and #3 has been at the “green light” level. Although we are pleased with these results, we view them as still having room for improvement. As we have done in every year since we began the assessment process, we have made (and continue to make) conscious efforts to improve student learning.

Although our seniors demonstrated stronger writing skills than recent classes, we continue to observe that the quality of student writing remains dismal across the board. We recognize that despite the positive assessment of student learning, this is one area where we must and will continue to work with students to strengthen their skills.

While we are pleased that the majority of our students achieved an acceptable level of learning on all three of our learning goals, we know that we cannot rest on our laurels. We continually evaluate our curriculum, keeping two areas foremost in our evaluation: 1. Are we delivering a quality education to our students? and 2. How well do our students learn?

### Quality

We are confident in the quality of our program. Our program is [approved](#) by the [ACS-CPT](#)—the benchmark of a quality chemistry program. Our graduates

leave Millikin and go on to successful and distinguished professional careers. Furthermore, the last university self-study ranked the Department of Chemistry as a “high quality” program, one of the few departments in the university to be so designated. We therefore know our students gain a quality education that prepares them for professional success and that our program is a high quality program.

We conduct exit interviews with each of our graduating seniors. We ask students to be prepared to discuss the following seven questions (students are given the questions in advance):

1. What will you be doing one year from now?
2. What will you most remember about your experience as a chemistry major five years from now?
3. What, if anything, would you do differently if you had to complete your degree all over again?
4. How would you advise a new chemistry student?
5. What are the strengths of the chemistry program?
6. What aspects of the chemistry program need improvement?
7. Did you feel as though you “belonged” in the department? Why or why not?

Students are open and honest in their responses to these questions. The overall message we receive from students is “keep doing what you have been doing.” Even so, students often offer specific suggestions for improvements in the department that we take to heart. **Recently, students have expressed concerns about the age of the instrumentation in the department. Coupled with the comments received from the response to the ACS-CPT report dated January 23, 2014, our aging instrumentation has become a critical issue.** The ACS-CPT report states:

“The Committee strongly encourages you to work with your administration to identify a long-range plan for the systematic replacement of laboratory instruments to ensure that your students have access to modern equipment for instructional and research purposes.”

With the recent submission of the 2016 ACS-CPT Periodic Report, we stated the Leighty endowment provided the department with the funds necessary to purchase a high-powered laser, a Raman detector, and a high performance liquid chromatograph.

However, the Department of Chemistry still has modernization needs. In the Modernization Report requested by Dean Randy Brooks in 2013, we documented the desperate need to update our instrumentation holdings. An article in the Council on Undergraduate Research CUR Quarterly (“Guidance for Entering Academics in Organic Chemistry”, McLaughlin, E. C. et al., Summer 2013, pp. 41-48) lends further credence to the important role infrastructure and internal support play in the quality of a chemistry program. Two selected quotes from the article:

“It is not uncommon for certain chemistry programs to have over \$500,000 invested in instrumentation...Accordingly, the dollar support earmarked for equipment maintenance by the institution sends a clear message to both entering students and faculty.”

“If the institution expects the potential faculty member to be visible in research, that institution will supply support to assist in the establishment of a research program. At predominantly undergraduate institutions, these amounts vary (and typically range from \$25,000 to \$50,000)..”

While we greatly appreciate the support of the university in recent years to enable us to acquire new instruments, we want the university to understand that ongoing maintenance and upkeep is a significant investment, too. In order for the department to continue to “deliver on the promise of education” and deliver a high quality program to our students, the level of annual support from the university must dramatically increase.

One aspect of the search for an analytical chemist that helped make it successful was the start-up package we were able to offer. In a break with tradition, the department offered \$25,000 spread over three years. The chemistry faculty are appreciative that the Dean and Provost supported this idea. Dr. Knust has made good use of the funds that were available to him this year, but also having funds available beyond the first year has allowed him to take a deliberative approach to choosing which equipment will best meet his research and teaching needs.

### Learning

In addition to the learning goals and assessment measures described in this report, we also use additional measures to assess student learning in the chemistry program. We continually monitor and evaluate these measures of student learning. We monitor the quality of our students’ writing on formal laboratory reports, research proposals, and research reports. We see a downward trend in the quality of writing [in our entry-level courses](#)—a situation admittedly not unique to chemistry, but disturbing nonetheless. We encourage students to take advantage of the resources available at Millikin’s Writing Center, and mentor students one-on-one. We administer standardized exams such as those

developed by the American Chemical Society's Examinations Institute and the Educational Testing Service Major Field Test in Chemistry. We find that our students typically score below the 50<sup>th</sup> percentile on such standardized exams. We view the standardized exams as a measure of our students' long-term learning, and are concerned with the relatively poor performance of our students on these exams. We will devote more effort in the future to improving our students' long-term learning while still maintaining their excellent showing on our learning goals.

### Improvement Plans

As noted above, one area we intend to work on is improving students' long-term learning. Standardized exams with nationally normed data are our primary tool for the summative assessment of long-term learning. For example, we administer the respective ACS examination at the ends of CH224-General Inorganic Chemistry, CH232-Analytical Chemistry, CH302-Organic Chemistry II, CH303-Physical Chemistry I, [CH304-Physical Chemistry II](#), CH331-Biochemistry, CH406-Advanced Inorganic Chemistry, and [CH420-Instrumental Analysis](#).

We administer the ETS Major Field Test in Chemistry in our seminar course, CH482. In the past, we administered the test at the end of the course. Students merely had to take the exam—there was no incentive for students to do well on the exam, nor was there a penalty for doing poorly on the exam. Beginning in 2008, we administered the test near the beginning of the course. We also instituted a minimum score students were required to achieve in order to “pass” the test. If students did not pass the test on their first attempt, they were required to work with a faculty member on remedial proficiencies before taking the exam a second time. If students did not pass the exam on their second attempt, the cycle repeated, and students were allowed to take the exam a third and final time.

The ETS exam is scored on a scale of 120-200. We set 140 as the “passing” level. Student results were as follows:

Table 5.

“Passing” Grades vs. Number of Attempts on the ETS Major Field Test in Chemistry

<b>Year →</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Attempts ↓</b>						
Percent passing on 1 <sup>st</sup> attempt	78	67	73	63	40	71
Percent passing on 2 <sup>nd</sup> attempt	11	17	18	0	20	29
Percent passing on 3 <sup>rd</sup> attempt	0	0	9	25	10	NA
Percent not passing	11	16	0	13	30	0

As can be seen from Table 5, all seven students passed the ETS exam this year, and no one required a third attempt to do so. Along with student success on the ETS exam, we have also noticed a slight improvement in overall scores on the standardized American Chemical Society exams, most notably in Physical Chemistry with Dr. Guasco and General Inorganic Chemistry with Dr. Barnes. While we do not “teach to the test,” we have devoted more energy across the curriculum to better prepare our students for these exams. While we realize we may not achieve 100% passing every year, we will nevertheless continue to work with our students to help ensure a high pass rate.

In sum, our students are learning well. We must continue to do the things that have been successful for our students. We will therefore continue to do the same things we have done in the past with the “tweaks” identified above. We will, of course, continue to collect data in the coming years to be better able to identify trends that may need to be addressed in more depth. Finally, infrastructure support from the university must increase if we are to continue to deliver a quality education to our students.

## Appendix 1: Curriculum Map for Chemistry

### University Goals

1. Professional success
2. Democratic citizenship in a global environment
3. A personal life of meaning and value

### Department Goals

1. Demonstrate the skills to solve problems and communicate through writing and speaking.
2. Discover how to integrate and apply knowledge and skills both within the chemistry community and between chemistry and other disciplinary communities.
3. Develop the capacity to address real-world scenarios in which chemistry plays a role.

### Curriculum Map (Lecture/Lab) (**Bold** = Chemistry core courses)

Year	Dept. Goal 1	Dept. Goal 2	Dept. Goal 3
1	CH121 or CH131/151  <b>CH224/CH152</b>		
2	<b>CH232/CH253</b>  CH301/251  <b>CH302/CH252</b>		
3	<b>CH303/CH351</b>  CH304  CH432	<b>CH254</b>  CH331/CH354	<b>CH391-392</b>
4	CH353  CH406  CH420/CH352  <b>CH482</b>	<b>CH482</b>	CH470  <b>CH491-492</b>

## Appendix 2: Evaluation Rubrics for Undergraduate Research

The proposal: grading done by faculty member teaching Introduction to Research

	Excellent	Adequate	Nominal
Process	<b>5 points]</b> A thorough explanation of previous work to a clear study question followed by analysis of previous work to synthesis into a coherent proposal.	<b>[3 points]</b> Shows some evidence of the process: explanation to conjecture to analysis to synthesis but incomplete.	<b>[1 point]</b> Restates some general ideas or issues but shows no evidence of analysis.
Connection	<b>[3 points]</b> A good proposal has a history. This includes your personal experience, it has a real-world context, and it has a connection to previous work both at Millikin and in the literature.	<b>[2 points]</b> Shows you understand the history of the proposal by examining some of your own experiences in the past as they relate to the proposal but otherwise incomplete.	<b>[1 point]</b> Minimal connections made.
Readings	<b>[4 points]</b> In-depth synthesis of thoughtfully selected aspects of readings related to the proposal. The readings are significant and appropriate at the college level. While you may use data and primary texts collected from the internet, the majority of readings are from library sources. Makes <i>clear</i> connection between what is learned from readings and the proposal.	<b>[2 points]</b> Goes into more detail explaining some specific ideas or issues from readings related to the topic. Makes general connections between what is learned from readings and the topic.	<b>[1 point]</b> You show some evidence of reading about the topic and are able to state some general ideas or issues from readings related to the topic. But there is no evidence of library research beyond the class textbook, secondary sources and the internet.
Grammar	<b>[2 points]</b> No spelling or grammar errors.	<b>[1 point]</b> Few spelling and grammar errors.	<b>[0 points]</b> Many spelling and grammar errors, use of incomplete sentences, inadequate proof reading.

Research: evaluation by faculty mentor using notebook

	Excellent	Adequate	Nominal
Quantity	<b>[5 points]</b> You work consistently over the entire research period with clear evidence of significant weekly work. You consistently report to faculty mentor.	<b>[3 points]</b> You work consistently most of the time but miss from time to time	<b>[1 point]</b> You try to cram the work into a short period
Quality	<b>[3 points]</b> You work efficiently with some measure of success. Your work is worthy of submission to an off-campus conference	<b>[2 points]</b> You have some success but not at the level worthy of an off-campus conference	<b>[1 point]</b> Work is not worth crowing about.
Notebook	<b>[4 points]</b> Notebook is clearly written and contemporaneous.	<b>[2 points]</b> Notebook is contemporaneous but hard to follow.	<b>[1 point]</b> Your notebook is incomplete and a mess.
Safety	<b>[2 points]</b> You consistently use safe practice and clean up your work area.	<b>[1 point]</b> You consistently use safe practice but leave a mess behind.	<b>[0 points]</b> You work in an unsafe manner.

Final Presentation: written and oral report of results

	Excellent	Adequate	Nominal
Report	<b>[5 points]</b> A report having quality that might be submitted to a research journal. Includes background, data and methods, results, and discussion. Includes suggestion for further work.	<b>[3 points]</b> A good report but missing some aspect of an excellent report	<b>[1 point]</b> A report having minimal value
Oral Presentation	<b>[5 points]</b> Clear, confident presentation. Audience questions are answered in a way to illustrate a complete knowledge of the topic.	<b>[3 points]</b> A good presentation but lacking clarity or confidence.	<b>[1 point]</b> An awkward, weak presentation but a presentation made nevertheless.
Reflection	<b>[2 points]</b> A valuable reflection on the complete undergraduate chemistry experience.	<b>[1 point]</b> Some attempt at reflection but incomplete	<b>[0 points]</b> No reflection
External presentation	<b>[2 points]</b> Presented results at an off-campus conference or meeting	<b>[1 point]</b> Presented a good poster at the Millikin undergraduate research symposium	<b>[0 points]</b> No presentation

### Appendix 3: Student Learning Evaluation Forms

Millikin University  
Department of Chemistry  
Student Learning Evaluation

Evaluation of: Department Goal 1.

“Demonstrate the skills to solve problems and communicate through writing and speaking.”

Item evaluated: Final Presentation (written and oral report of results)

Student name:

Date of evaluation:

Evaluation by: Faculty member teaching Chemistry Seminar and/or Faculty Mentor

Faculty name:

Item	Criteria			Student Score
	Excellent	Adequate	Nominal	
Report	<b>[5 points]</b> A report having quality that might be submitted to a research journal. Includes background, data and methods, results, and discussion. Includes suggestion for further work.	<b>[3 points]</b> A good report but missing some aspect of an excellent report	<b>[1 point]</b> A report having minimal value	
Oral Presentation	<b>[5 points]</b> Clear, confident presentation. Audience questions are answered in a way to illustrate a complete knowledge of the topic.	<b>[3 points]</b> A good presentation but lacking clarity or confidence.	<b>[1 point]</b> An awkward, weak presentation but a presentation made nevertheless.	
Reflection	<b>[2 points]</b> A valuable reflection on the complete undergraduate chemistry experience.	<b>[1 point]</b> Some attempt at reflection but incomplete	<b>[0 points]</b> No reflection	
External presentation	<b>[2 points]</b> Presented results at an off-campus conference or meeting	<b>[1 point]</b> Presented a good poster at the Millikin undergraduate research symposium	<b>[0 points]</b> No presentation	
Total Points (14 max.)				

Millikin University  
Department of Chemistry  
Student Learning Evaluation

Evaluation of: Department Goal 2.

“Discover how to integrate and apply knowledge and skills both within the chemistry community and between chemistry and other disciplinary communities.”

Item evaluated: The research proposal

Student name:

Date of evaluation:

Evaluation by: Faculty member teaching Introduction to Research

Faculty name:

Item	Criteria			Student Score
	Excellent	Adequate	Nominal	
Process	<b>[5 points]</b> A thorough explanation of previous work to a clear study question followed by analysis of previous work to synthesis into a coherent proposal.	<b>[3 points]</b> Shows some evidence of the process: explanation to conjecture to analysis to synthesis but incomplete.	<b>[1 point]</b> Restates some general ideas or issues but shows no evidence of analysis.	
Connection	<b>[3 points]</b> A good proposal has a history. This includes your personal experience, it has a real-world context, and it has a connection to previous work both at Millikin and in the literature.	<b>[2 points]</b> Shows you understand the history of the proposal by examining some of your own experiences in the past as they relate to the proposal but otherwise incomplete.	<b>[1 point]</b> Minimal connections made.	
Readings	<b>[4 points]</b> In-depth synthesis of thoughtfully selected aspects of readings related to the proposal. The readings are significant and appropriate at the college level. While you may use data and primary texts collected from the internet, the majority of readings are from library sources. Makes <i>clear</i> connection between what is learned from readings and the proposal.	<b>[2 points]</b> Goes into more detail explaining some specific ideas or issues from readings related to the topic. Makes general connections between what is learned from readings and the topic.	<b>[1 point]</b> You show some evidence of reading about the topic and are able to state some general ideas or issues from readings related to the topic. But there is no evidence of library research beyond the class textbook, secondary sources and the internet.	
Grammar	<b>[2 points]</b> No spelling or grammar errors.	<b>[1 point]</b> Few spelling and grammar errors.	<b>[0 points]</b> Many spelling and grammar errors, use of incomplete sentences, inadequate proof reading.	
Total Points (14 max.)				

Millikin University  
Department of Chemistry  
Student Learning Evaluation

Evaluation of: Department Goal 3.

“Develop the capacity to address real-world scenarios in which chemistry plays a role.”

Item evaluated: Research (evaluation by faculty mentor using notebook)

Student name:

Date of evaluation:

Evaluation by: Faculty mentor

Faculty name:

Item	Criteria			Student Score
	Excellent	Adequate	Nominal	
Quantity	<b>[5 points]</b> You work consistently over the entire research period with clear evidence of significant weekly work. You consistently report to faculty mentor.	<b>[3 points]</b> You work consistently most of the time but miss from time to time.	<b>[1 point]</b> You try to cram the work into a short period.	
Quality	<b>[3 points]</b> You work efficiently with some measure of success. Your work is worthy of submission to an off-campus conference.	<b>[2 points]</b> You have some success but not at the level worthy of an off-campus conference.	<b>[1 point]</b> Work is not worth crowing about.	
Notebook	<b>[4 points]</b> Notebook is clearly written and contemporaneous.	<b>[2 points]</b> Notebook is contemporaneous but hard to follow.	<b>[1 point]</b> Your notebook is incomplete and a mess.	
Safety	<b>[2 points]</b> You consistently use safe practice and clean up your work area.	<b>[1 point]</b> You consistently use safe practice but leave a mess behind.	<b>[0 points]</b> You work in an unsafe manner.	
<b>Total Points (14 Max.)</b>				