

# PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

*This document only needs to be updated when changes are made.*

<b>UNIT</b>	<b>COLLEGE OF ARTS AND SCIENCES</b>
<b>Department (if applicable)</b>	<b>BIOLOGY</b>
<b>Degree/Program</b>	<b>Bachelor of Arts and Bachelor of Science</b>
<b>Date Prepared</b>	February 27, 2014
<b>Date Revised</b>	<b>Updated to New Form (June 5, 2015); Modified wording for PSLOs (June 2015);</b>

## PROGRAM MISSION

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Biology is an integrative discipline that emerges from all areas of the natural sciences and builds upon those foundations. In the spirit of our discipline the Biology Department is committed to providing students with a strong foundation in the life sciences that culminates in specialized experiences designed to prepare students not only for diverse career opportunities available in the biological sciences, but also to be life-long learners. Fundamental to our students' development is the acquisition of a broad knowledge base, the ability to integrate and apply this knowledge, and the ability to communicate observations and analyses. Through close interaction with our faculty in the classroom and in research environments the Biology Department fosters students' innate desire for discovery and helps them develop the skills and modes of thinking that will empower their contributions to an ever-expanding understanding of the natural world.

Faculty members professionally engage in their sub-disciplines through scholarly work and service, enabling them to contribute to the evolution of their disciplines and engaging them as active members of the greater scientific community abreast of the dynamic nature of their fields. This engagement functions to meet changing student needs within the Biology Department, Allied Health, pre-Nursing and other programs and serves as resources of life science knowledge and awareness of biological issues for the community at large. We strive to establish and maintain the highest standards of curricular innovation, academic rigor, technical skill, modern physical facilities, and personalized mentorship, in support of our primary goal: providing a high quality learning experiences for all students that we engage. We are, above all, a student-centered team of teachers.

## PROGRAM STUDENT LEARNING OUTCOMES (PSLO)

*If the program has more than 6 PSLO, hit "Tab" in the last cell to add another row. Cells will expand to accommodate text.*

**Upon completion of the program students will be able to:**

<b>PSLO 1</b>	Describe and explain fundamental biological concepts in cell biology, genetics, organismal biology, structure and function relationships, ecology and evolution.
<b>PSLO 2</b>	Explain and utilize the scientific method.
<b>PSLO 3</b>	Employ and demonstrate a variety of scientific techniques in the core biology disciplines of zoology, microbiology, genetics and undergraduate research.
<b>PSLO 4</b>	Analyze and interpret scientific data.
<b>PSLO 5</b>	Evaluate scientific information and use oral and written presentation skills to formulate explanations of data in a professional manner.

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## CURRICULUM MAP (Alignment)

List all courses required for program majors and indicate, where applicable, (using the following key) the PSLO with which they are associated.

T = Taught

X = Taught and Assessed

A = Assessed

*If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.*

Required Courses	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5
BI 102	X	X			
BI 103	X	X	X		
BI 301		X	X	T	
BI 333	X	X	X	T	
BI 390				X	X
BI 395		X	X	T	X

## ASSESSMENT MEASURES (Method)

Indicate (mark with an X) the type of assessment used to evaluate each PSLO.

Check as many boxes as apply.

Programs should use at least 2 direct measures for each PSLO.

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	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5
<b>DIRECT</b>					
Portfolio					
Performance Assessment (Poster presentations at scientific conferences.)					X
Performance Assessment (Off campus experience – Clinical, Internship, Practicum, etc.)					
Professional Credentialing Exam					
Major Field Test or National Exam	X				
Course Embedded Assignment (Oral Presentations in Core Courses)				X	X
Project Evaluation (e.g. research)					
Course Grades	X	X	X	X	X
Other (Describe)					
<b>INDIRECT</b>					
Surveys	X	X		X	X
Exit Interviews/Focus Groups					
Other (Describe)					

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## THRESHOLD OF STUDENT SUCCESS

For each PSLO, list each measure separately and indicate the threshold of student achievement considered acceptable.

**(example: 75% of students will receive B or better)** - see Assessment Plan Guide for additional instructions.

*Hit :Tab" in the last cell to add another row. Cells will expand to accommodate text.*

PSLO	MEASURE	THRESHOLD
1	Biology Major Field Test	Above the national standard in all sub-areas of the exam
	Course Grades	75% earn a C or better for BI 102; 90% earn a C or better for all other courses
	Senior Exit Survey	100% of students agree with survey questions pertaining to PSLO 1
2	Course Grades	75% earn a C or better for BI 102; 90% earn a C or better for all other courses
	Senior Exit Survey	100% of students agree with survey questions pertaining to PSLO 2
3	Course Grades	100% earn a C or better for BI 395; 90% earn a C or better for all other courses
4	Course Embedded Assignment – Critical Thinking Rubric	90% of biology majors are at target (3) level for all rubric components in seminar courses (BI 395)
	Course Grades	100% earn a C or better for BI 390
	Senior Exit Survey	100% of students agree with survey questions pertaining to PSLO 4
5	Student presentations at conferences	60% of all biology majors present at least once at a conference
	Course Embedded Assignment – Oral Communication Rubric	90% of biology majors are at target (3) level for all rubric components in seminar courses
	Course Grades	100% earn a C or better in BI 390 and BI 395
	Senior Exit Survey	100% of students agree with survey questions pertaining to PSLO 5

## DATA COLLECTION CALENDAR

Indicate how often assessment data are collected for each PSLO.

**S**=every semester

**Y**=every year

**2**=every other year

**3**=every 3 years, (etc.)

**O**-Other (please explain)

*If the program has more than 6 PSLO, hit "Tab" in the last cell to add another row.*

PSLO	Frequency of Data Collection
PSLO 1	S
PSLO 2	S
PSLO 3	S
PSLO 4	S
PSLO 5	S

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## ANALYSIS AND REPORTING CALENDAR

Indicate (mark with an X) the years in which each PSLO was/will be analyzed and reported.

Cycle will repeat after Year 6.

If the program has more than 6 PSLO, "Copy and Paste" rows from this table below the existing table, beginning with the row numbering the PSLO.

	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5
Year 1/2013-14	X				
Year 2/2014-15		X			
Year 3/2015-16			X		
Year 4/2016-17				X	
Year 5/2017-18					X
Year 6/2018-19	X				

If field experiences are a significant part of the program, explicitly address how validity and reliability of the evaluation instrument is ensured.

*Cell will expand to accommodate text.*

N/A

## STAKEHOLDER INVOLVEMENT

Describe how stakeholders (faculty, students, alumni, advisory boards, community, etc.) are involved in the development, implementation, periodic review and continuous improvement of the Assessment Plan.

*Cell will expand to accommodate text.*

Every year, all biology faculty have access to assessment data and reports. These are briefly discussed at a faculty meeting. If needed, faculty meet again to discuss and implement changes regarding the assessment plan.

## PROGRAM ASSESSMENT PLAN REVIEW CYCLE

Indicate (mark with an X in column 2) the year(s) in which this Program Assessment Plan will be reviewed and indicate in column 3 (when applicable) when changes are made and addressed in the appropriate year's annual report.

*Cycle repeats after Year 6.*

	Program Assessment Plan Review	Were changes made and addressed in the Annual Report? <u>Yes</u> or <u>No</u> (update when applicable)
Year 1/2013-14		
Year 2/2014-15		
Year 3/2015-16	X	
Year 4/2016-17		
Year 5/2017-18		
Year 6/2018-19	X	