**Annual Assessment Report to the College 2011-12**

**College: \_\_\_Science and Math\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Department: \_\_Biology\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Program: \_\_\_BS and BA\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Note: Please submit report to your department chair or program coordinator, the assessment office and to the Associate Dean of your College by September 28, 2012. You may submit a separate report for each program which conducted assessment activities.

**Liaison: \_Virginia Oberholzer Vandergon\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Overview of Annual Assessment Project(s) (optional)**

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| 1a. **Assessment Process Overview:** Provide a brief overview of the assessment plan and process this year. The assessment process was overseen by the department assessment committee which is composed of five individuals including the Department liaison each representing an area in the department. Assessment results were gathered from the Biology core courses Biol106, 107, 322, 360 and 380. In addition results were also gathered from several other 300 and 400 level courses. (see attached charts) |

**2. Student Learning Outcome Assessment Project:** Answer questions according to the individual SLO assessed this year. If you assessed an additional SLO, report in the next chart below.

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| **2a. Which Student Learning Outcome was measured this year?****SLO 1**, Students can demonstrate knowledge of: a) the structure and metabolism of cells, b) the transmission and expression of genetic information, and c) the immediate and long term (evolutionary) consequences of interactions between organisms and their environment. |
| **2b. Does this learning outcome align with one of the following University Fundamental Learning Competencies? (check any which apply)****Critical Thinking\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Oral Communication\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Written Communication\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Quantitative Literacy\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Information Literacy\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Other (which?)\_\_\_\_\_Content Knowledge\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **2c. What direct and indirect instrument(s) were used to measure this SLO?**Multiple choice questions were embedded in the finals or given as a separate assessment on Moodle of both lower division courses and upper division core courses, data results are presented in attached charts.  |
| **2d. Describe the assessment design methodology:** For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (comparing freshmen with seniors)? If so, describe the assessment points used. The hope is that we can take a random sample from the Introduction courses (106 and 107) and assess this longitudinally. At the moment we have not collected this type of data long enough to do a longitudinal study. We are currently collecting student IDs from 106 and 107 students with the hope that in about 2 more years we can see how a sampling of them are fairing in their upper division core courses.  |
| **2e. Assessment Results & Analysis of this SLO:** Provide a summary of how the evidence was analyzed and highlight important findings from collected evidence. **SEE ATTACHED CHARTS**The department saw some improvement in Biol106 and Biol107 scores compared with data gathered last year and this may be because a Peer learning Facilitators (PLF) program began this year. Students appear to have done better on the assessment questions. One professor correlated her scores this year with students who attended the PLF and found that these students did better than the average in past versions of her course. Average scores on the assessments in 106 and 107 were 59.66 and 67.1 respectively. There was a bit of discrepancy between course instructors in 107 and the committee is discussing what they might do to check why this happened.In the upper division core course 322, 360 and 380 the averages were 61, 76.78 and 73% respectively. The assessments were again multiple choice questions embedded in the finals of these courses. The assessments are not the same as the assessments taken in 106/107 and so the committee has decided that a goal this year will be to design some questions that are asked in the 106/107 courses and then repeated in the appropriate 300 level class in order to measure change in the biology student population as a whole. In the future longitudinal studies on individual students will provide insight into gains.  |
| **2f. Use of Assessment Results of this SLO:** Were assessment results from previous years or from this year used to make program changes in this reporting year?Type of change:changes to course content/topics covered\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_course sequence\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_addition/deletion of courses in program\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ describe other academic programmatic changes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_student support services\_\_\_\_\_\_**PLF\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_revisions to program SLOs\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_assessment instruments\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_describe other assessment plan changes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Have any previous changes led to documented improvements in student learning? (describe)Yes it appears that students are doing better on the assessment in Biol106 and 107 since we added the PLF discussions to that course.  |

Some programs assess multiple SLOs each year. If your program assessed an additional SLO, report the process for that individual SLO below. If you need additional SLO charts, please cut & paste the empty chart as many times as needed. If you did NOT assess another SLO, skip this section.

**2. Student Learning Outcome Assessment Project:** Answer questions according to the individual SLO assessed this year. If you assessed an additional SLO, report in the next chart below.

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| **2a. Which Student Learning Outcome was measured this year?****SLO2**, Students can demonstrate specialized knowledge in one or more disciplines of Biology. |
| **2b. Does this learning outcome align with one of the following University Fundamental Learning Competencies? (check any which apply)****Critical Thinking\_\_\_\_\_SLO2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Oral Communication\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Written Communication\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Quantitative Literacy\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Information Literacy\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Other (which?)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **2c. What direct and indirect instrument(s) were used to measure this SLO?**Multiple choice questions embedded in the finals of upper division courses. |
| **2d. Describe the assessment design methodology:** For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (comparing freshmen with seniors)? If so, describe the assessment points used. Currently SLO 2 is not measured in 106/107 courses but it is intended to be measured over the years so we are hopeful that we can collect consistent data and determine if there are any differences over time in the outcomes of the assessments.  |
| **2e. Assessment Results & Analysis of this SLO:** Provide a summary of how the evidence was analyzed and highlight important findings from collected evidence. **SEE ATTACHED CHARTS**In the upper division core course 322, and 360 the averages were 61, and 76.78 respectively.Two years ago a supplemental instructional unit was added to Genetics (360) and this saw increases in assessment results as well as increased number of students successfully passing the course. In the next year we expect to see improvement of scores in all three core courses because we instituted a C or better in the 106/107 course sequence in order for students to continue on (see answer 3 below) |
| **2f. Use of Assessment Results of this SLO:** Were assessment results from previous years or from this year used to make program changes in this reporting year?Type of change:changes to course content/topics covered\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_course sequence\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_addition/deletion of courses in program\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ describe other academic programmatic changes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_student support services\_\_\_\_\_**\_SI**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_revisions to program SLOs\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_assessment instruments\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_describe other assessment plan changes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Have any previous changes led to documented improvements in student learning? (describe)Yes it appears that students are doing better on the assessment in Biol360 since we added the SI discussions to that course.  |

**2. Student Learning Outcome Assessment Project:** Answer questions according to the individual SLO assessed this year. If you assessed an additional SLO, report in the next chart below.

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| **2a. Which Student Learning Outcome was measured this year?****SLO 3**, Students are aware of and/or capable of using new and existing methods and technologies in these disciplines. |
| **2b. Does this learning outcome align with one of the following University Fundamental Learning Competencies? (check any which apply)****Critical Thinking\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Oral Communication\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Written Communication\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Quantitative Literacy\_\_\_\_SLO3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Information Literacy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Other (which?)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **2c. What direct and indirect instrument(s) were used to measure this SLO?**Multiple choice questions embedded in the finals of upper division courses. |
| **2d. Describe the assessment design methodology:** For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (comparing freshmen with seniors)? If so, describe the assessment points used. See 2d for SLO2 and we also are going to try and measure SLO3 in some of the laboratory courses that are attached to the major.  |
| **2e. Assessment Results & Analysis of this SLO:** Provide a summary of how the evidence was analyzed and highlight important findings from collected evidence. **SEE ATTACHED CHARTS**In the upper division core course 360 and 380 the averages were 76.78 and 73% respectively. As stated above we would like to assess SLO3 in laboratory courses. Measuring the practical applications of SLO3 may be difficult but would be an important benchmark for analysis of the program by faculty as these skills will translate into employable students.  |
| **2f. Use of Assessment Results of this SLO:** Were assessment results from previous years or from this year used to make program changes in this reporting year?Type of change:changes to course content/topics covered\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_course sequence\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_addition/deletion of courses in program\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ describe other academic programmatic changes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_student support services\_\_\_\_\_\_ **SI**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_revisions to program SLOs\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_assessment instruments\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_describe other assessment plan changes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Have any previous changes led to documented improvements in student learning? (describe) |

**2. Student Learning Outcome Assessment Project:** Answer questions according to the individual SLO assessed this year. If you assessed an additional SLO, report in the next chart below.

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| **2a. Which Student Learning Outcome was measured this year?****SLO 4**, Students demonstrate facility in applying the methods of scientific inquiry, including observation, hypothesis testing, data collection, and analysis. |
| **2b. Does this learning outcome align with one of the following University Fundamental Learning Competencies? (check any which apply)****Critical Thinking\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Oral Communication\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Written Communication\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Quantitative Literacy\_\_\_\_SLO 4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Information Literacy\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Other (which?)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **2c. What direct and indirect instrument(s) were used to measure this SLO?**SLO 4 was assessed for the first time this year with a selection of questions that address scientific processes and how they are used in science. |
| **2d. Describe the assessment design methodology:** For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (comparing freshmen with seniors)? If so, describe the assessment points used. This SLO was assessed for the first time this year in this format. The goal would be to integrate some of these questions into the 100 level courses as well so that growth could be monitored (see SLO1 for more on how we plan to gather data).  |
| **2e. Assessment Results & Analysis of this SLO:** Provide a summary of how the evidence was analyzed and highlight important findings from collected evidence. **SEE ATTACHED CHARTS**The average score on this assessment was 68.85 %, There was a large variance in some questions which should be examined individually. We hope to add some of these questions to the 100 level courses so that this can be measured longitudinally as stated above.  |
| **2f. Use of Assessment Results of this SLO:** Were assessment results from previous years or from this year used to make program changes in this reporting year?Type of change:changes to course content/topics covered\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_course sequence\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_addition/deletion of courses in program\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ describe other academic programmatic changes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_student support services\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_revisions to program SLOs\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_assessment instruments\_\_\_\_\_\_\_**Added assessments for SLO 4**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_describe other assessment plan changes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Have any previous changes led to documented improvements in student learning? (describe)The committee in Biology made available a question bank of scientific process/method questions and asked several classes to evaluate.  |

**2. Student Learning Outcome Assessment Project:** Answer questions according to the individual SLO assessed this year. If you assessed an additional SLO, report in the next chart below.

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| **2a. Which Student Learning Outcome was measured this year?****SLO 5**, Ability to engage the biology literature and to communicate scientific information verbally and/or in writing |
| **2b. Does this learning outcome align with one of the following University Fundamental Learning Competencies? (check any which apply)****Critical Thinking\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Oral Communication\_\_\_SLO5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Written Communication\_\_SLO5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Quantitative Literacy\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Information Literacy\_\_\_\_\_\_SLO5\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Other (which?)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **2c. What direct and indirect instrument(s) were used to measure this SLO?**SLO 5 was assessed using a standard rubric developed in the department to measure criteria for these reports/projects. These reports both Oral and written were part of the course assessments given already so faculty were asked to fill-in a template rubric.  |
| **2d. Describe the assessment design methodology:** For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (comparing freshmen with seniors)? If so, describe the assessment points used. See above, currently we do not assess this SLO in lower division courses but it is something the committee could visit this coming year. |
| **2e. Assessment Results & Analysis of this SLO:** Provide a summary of how the evidence was analyzed and highlight important findings from collected evidence. **SEE ATTACHED CHARTS**These rubrics were used in a variety of courses at the 300 and 400 level (we currently do not have a capstone experience in Biology). The average score was 80% . The variance was great as the topic of the projects varied. This year we did have greater participation then in past years.  |
| **2f. Use of Assessment Results of this SLO:** Were assessment results from previous years or from this year used to make program changes in this reporting year?Type of change:changes to course content/topics covered\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_course sequence\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_addition/deletion of courses in program\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ describe other academic programmatic changes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_student support services\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_revisions to program SLOs\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_assessment instruments\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_describe other assessment plan changes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Have any previous changes led to documented improvements in student learning? (describe) |

1. **How do your assessment activities connect with your program’s strategic plan and/or 5-yr assessment plan?**

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| In trying to get our majors through in a reasonable amount of time and to encourage success we instituted a minimum grade of a C or better in the two lower division major courses 106 and 107 before they can continue onto the 300 level core courses., 322, 360 and 380. This will begin with the courses offered in Fall of 2012 (so in order to take 322, 360 or 389 students will have had to received C’s or better). The hope is that students make decisions earlier in their careers if biology is not the correct track for them or they get help and pass the courses so they have a stronger foundation in the major. This is part of the departments strategic plan increase the success of our graduates. This last academic year Peer Learning Facilitators (PLF’s) were initiated. Our results for the 106 and 107 courses indicate that these sections might have helped increase content knowledge in these courses.  We also saw increased participation on the part of the faculty. We also had data gathered in some non core courses and this will help us with our longitudinal look at our program over the next 5 years. This included participation by 300 and 400 level faculty that were asked to fill out additional rubrics and administer assessment questions. This will help us assess writing and oral communication in the upper division science courses which is part of our strategic plan for the future. We hope to continue to see more participation in this following year as our department chair will be strongly encouraging all faculty to be part of the team.Future plans will call for measured success of practical applications of Biology and the committee wants to design a way to assess this in laboratory courses. The committee also wants to have the areas in the department reassess the core questions and design certain questions for the 100 level courses that will then be reassessed in the 300 level classes to see if there is knowledge gain over time. Again this support the goal of the department where the program is evaluated for content knowledge growth over the career of the Biology student.  This |
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1. **Other information, assessment or reflective activities or processes not captured above.**

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| No |

1. **Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.**

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| No not at this time |