

Program: ____ BS Biology _____

Date: June 4, 2015__

Completed by: _Brian Vanden Heuvel_____

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

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 2, 2014. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2014-2015 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2015-2016 based on the assessment process. In Part II, please describe activities engaged in during 2014-2015 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2013-2014. Thank you.

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 <u>program</u> are planned based on this assessment?
1) Students will develop a broad-based knowledge of	AY 2013-2014	ETS Biology MFT Exam	All senior Biology majors enrolled in	Senior Biology majors enrolled	The test has recently undergone a revision and	Results are unknown at this time	Once we get our results, we can plan improvements to the program

concepts and terminology in molecular, cellular, organismal and ecological biology.			BIOL 493 Seminar for AY 2014-15.	in BIOL 493 mean score will be $\leq 50^{\text{th}}$ percentile nationally. (Overall and most subscores.)	new percentile scores have yet to be determined by ETS.		
4) Students will demonstrate critical thinking and problem solving skills using experimental design and the scientific method.	AY 2010-11	See Peer and Faculty Tool attached.	22 senior students in a section of BIOL 493 Seminar Spring 2015.	We do not have a formal achievement level defined. Present here are the first cohort of students using the new review tool.	All 22 students received a "Very good" or "Excellent" score from their peers. 18 of the 22 were given "Very good" or "Excellent" by faculty observers	Overall, we feel that our seniors are adept and experienced in addressing scientific validity of articles	We will continue to provide opportunities for our students to demonstrate, and practice the scientific method in our curriculum.

Comments:

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?

Comments:

Name of individual writing this evaluation:



BIOL 493 – BIOLOGY SENIOR SEMINAR

Instructor: Dr. Moussa M. Diawara

Colorado State University - Pueblo

RESEARCH SEMINAR EVALUATION SHEET

The research seminar addresses the student's ability to develop and demonstrate skills in presenting a synthesis of scientific literacy in oral form.

Name of Speaker

Date of presentation

Title of Seminar

Reviewer: Your review of this research seminar addresses your own ability to evaluate the validity on scientific information and ideas presented. Evaluate the presentation using the following 0-10 scale for each category below.

0-2: Poor: seminar presentation lacks preparation in this category

3-4: Fair: presentation needs significant improvement in this category

5-6: Good: acceptable work in this category, could be improved

7-8: Very good: nearly perfect in this category, with minor flaws only; has room for minor improvement

9-10: Excellent: superior job in every aspect of this category, without any flaws

Category	Score (0 – 10)
1. Subject knowledge	
2. Quality of visual aids	
3. Eye contact and enthusiasm	
4. Fielding of questions (repeat, answer, etc.)	
5. Spontaneity and clarity of speech	
6. Use of time, attire, and mannerism	
7. How effectively did the speaker demonstrate that s/he has read and properly interpreted scientific literature related to the proposed study to justify the proposed study?	
8. How clearly did the speaker state her/his research question/hypothesis?	
9. How clearly did the speaker state the objectives/specific aims of the proposed study?	
10. How effectively did the speaker show that the hypothesis will be tested and the specific aims addressed by using the methods described?	
Total score	____ /100

Your constructive remarks: