

Colorado State University – Pueblo Academic Program Assessment Report for AY 2015-2016

Program: __BS-BIOLOGY__

Date: __MAY 31 2016__

Completed by: __Brian Vanden Heuvel__

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

Please describe the 2015-2016 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2016-2017 based on the assessment process. In Part II, please describe activities engaged in during 2015-2016 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2014-2015. 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 concepts and terminology in molecular,	AY 2014-2015	ETS Biology MFT Exam	All senior Biology majors enrolled in BIOL 493 Seminar for Spring	Senior Biology majors enrolled in BIOL 493 mean score	The overall average score for our Seniors (n=25) enrolled in BIOL 493 for Spring 2016 was the 60.6th percentile. 16 of our 25 seniors scored	We are very excited that our students scored so well on this Nationally normed exam completed by	We are very happy with our results this year and feel that our program has significant strength as currently configured. Our high scores in all four subscores indicate our

cellular, organismal and ecological biology.			2016.	will be ≤50 th percentile nationally. (Overall and most subscores.)	individually above the 50 th percentile (64%) The four subscores for our Seniors 1) Cell Biology 58 th percentile, 2) Molecular Biology and Genetics 57 th percentile, 3) Organismal 57 th percentile, and 4) Population Biology, Evolution, and Ecology 60 th percentile all exceeded National means.	over 9000 students and 250 institutions.	curriculum is addressing all major aspects of current Biology.
4) Students will demonstrate critical thinking and problem solving skills using experimental design and the scientific method.	AY 2014-2015 (although we reported student peer evaluations last year.	See Peer and Faculty Tool attached.	12 senior students in a section of BIOL 493 Seminar Spring 2016.	We still do not have a formal achievement level defined, although we would expect 100% of our students to score in the Good to Excellent Categories. Present here are the first Faculty only cohort using the new review tool.	All 12 students received a “Good”(n=1), “Very good” (n=6) or “Excellent” (n=5) score from Faculty.	Overall, we feel that our seniors are adept and experienced in critical thinking, problem solving, and experimental design/scientific method as evidenced by their evaluations in Senior Seminar.	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:

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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

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Date of presentation

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Title of Seminar

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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: