**Academic Program Assessment Report for AY 2017-2018** **Program:**_____Biology_____

**(Due: June 1, 2018)** **Date report completed:** ___1 June 2018_____

**Completed by:**__Moussa M. Diawara_____

**Assessment contributors (other faculty involved):** _____

Please describe the 2017-2018 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, 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, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2018. You'll also find this form on the assessment website at https://www.csupueblo.edu/assessment-and-student-learning/resources.html. Thank you.

**I. Assessment of Student Learning Outcomes (SLOs) in this cycle.** Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2018-2019 based on the assessment process.

| 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? (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 that level? | F. What were the results of the assessment? Include the proportion of students meeting proficiency. | G. What were the department's conclusions about student performance? | H. What changes/improvements to the program are planned based on this assessment? |
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| 1) Students will develop a broad-based knowledge of concepts and terminology in molecular, cellular, organismal and | AY 2017-2018 | ETS Biology MFAT (Major Field Assessment Test) | All Biology majors enrolled in BIOL 493 Senior Seminar for Spring 2018 | Biology majors enrolled in BIOL 493 Senior Seminar will have mean score ≥ 50%th | 55.2% (16/29) of Biology seniors in Spring 2018 BIOL 493 scored over 50% percentile nationally. One or our seniors scored in the | The % of our seniors scoring over 50% nationally was lower in 2018 compared to 2817 (55% vs 65%), although more students scored at | We will have seniors take GRE as prep for the MFAT so they have an idea about what to expect. We are working on a new assessment plan for the upcoming academic year. |

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| ecological biology. | | | | percentile nationally. | 99%, and 13.8 % (4/29) scored at 90% or above. The average percentile for all 29 Biology seniors in BIOL 493 was 57.4%. | 90% or above. The department concluded that some students are relatively deficient in the optional BIOL 201 (Botany) course and this is reflected in the scores, depending on the year. We accept this reality. | |
| 4) Students will demonstrate critical thinking and problem solving skills using experimental design and the scientific method. | AY 2017-2018 | Two different evaluation forms were used to assess this: Form a) BIOL 493 Research Seminar Evaluation, completed by faculty, students, as well as any audience member attending the presentation; and Form b) SLO4-BS in Biology Program Assessment, completed by faculty only. | 28 Biology students in a section of BIOL 493 Senior Seminar in Spring 2018 | The department currently does not have a formal achievement level defined for the two evaluations listed in colum C. | Form a):<br>Each of the 28 presentations in BIOL 493 Seminar were evaluated by faculty and senior students. The average faculty score for these presentations was 86.1% and the average student score was 96.2%, showing almost a whole letter grade discrepancy. This was consistent with last year's trend. | | |

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| | | (see attached); | | | Form b): A total of 133 evaluations were completed by 3-8 faculty members who attended presentations by 28 students in BIOL 493 Senior Seminar in fall 2017 and spring 2018. The majority of these evaluations found our students to be proficient (52%; 69/133) or excellent (39%; 52/133). Twelve students (9%; 12/133) were developmental. The limations of this assessment are two-folds: 1) It is unclear how many faculty evaluated each of the 28 seniors; and 2) the same faculty did not evaluate all seniors, so we do have | | |

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| | | | | | consistency in the results. | | |

Comments on part I:

**II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2017-2018 cycle.** These are those 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 to generate the data which informed the change? Please indicate the semester and year. | C. What were the recommendations for change from the previous assessment? | D. How were the recommendations for change acted upon? | E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations? |
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Comments on part II: