



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

(Due: June 1, 2018)

Program: MS Biology

Date report completed: May 31st

Completed by: Claire Ramos

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? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	B. When was this SLO <u>last</u> assessed? ( <b>semester and year</b> )	C. What method was used for assessing the SLO? <b>Please include a copy of any rubrics used in the assessment process.</b>	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 <u>program</u> are planned based on this assessment?
Mastery of the Scientific Method <ul style="list-style-type: none"> <li>•Independent development and mastery of problem solving skills</li> <li>•experimental design</li> <li>•execution</li> <li>•critical analysis</li> <li>•interpretation of the results of original scientific</li> </ul>	AY 2016-2017	(see attached)	We have rubrics from 3 of 3 graduate defenses during AY 2017-2018.	Satisfactory performance will be defined on an individual basis by the student's graduate committee.	On the 5 point rubric the average for the category excellent was 82%, 18% for the proficient category, and less than 1% in the developmental	The department is satisfied with the students' performance.	None

experimentation (thesis) or experiential learning (internship).					category.		
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Comments on part I: Due to missing institutional knowledge after the loss of Dr. Caprioglio, only SLO 1 was assessed in AY 2017-2018

**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? <b>Please include the outcome(s) verbatim from the assessment plan.</b>	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?
Mastery of the Scientific Method Independent development and mastery of problem solving skills including experimental design, execution, critical analysis, and interpretation of the results of original scientific experimentation (thesis) or experiential learning (internship).	AY 2016-2017	Complete Rubrics for SLOs 2-5. Design plan and calendar for evaluations of SLOs 2-5.	No changes were made because of change in graduate program director after the loss of Dr. Caprioglio.	Dr. Ramos will attend the assessment workshop in Summer 2018 and lead revisions to the assessment plan and design of rubrics for SLOs 2-5.

Comments on part II: