

## Program Assessment: *Annual Report*

**Program(s):** B.S., B.A., Minor

**Department:** Biology

**College/School:** Arts and Sciences

**Date:** June 16, 2018

**Primary Assessment Contact:** Jack Kennell (Chair), Tom Valone (Associate Chair)

1. Which program student learning outcomes were assessed in this annual assessment cycle?

This year, we revised the learning outcomes for our undergraduate degrees. There are now three outcomes for the Minor, six for the B.A. and seven for the B.S. We received positive feedback from the University Assessment office about these new learning outcomes. We also received positive feedback regarding our assessment plans for each degree. Modified assessment plans are included with this report.

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

We have begun to collect artifacts of student learning from several courses, taught at different levels (Freshman, Sophomore, Junior and Senior). These include lab reports, papers, results from embedded exam questions, and poster presentations.

3. How did you analyze the assessment data? What was the process? Who was involved?

**NOTE: If you used rubrics as part of your analysis, please include them in an appendix.**

We are now developing rubrics for these artifacts so we can evaluate student performance with respect to specific learning outcomes.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.

**NOTE: If necessary, include any tables, charts, or graphs in an appendix.**

We will summarize the major findings next year

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

We will report this next year

6. Did you follow up (“close the loop”) on past assessment work? If so, what did you learn? (*For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?*)

Our past assessment work relied most heavily on indirect measures such as a student exit survey. Findings from these measures were discussed with the faculty and led to modest changes in our curriculum. We now plan to make better use of direct measures of student learning of our program outcomes to better

inform future curriculum changes.

***IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.***