

Biology
2009/10 Assessment Plan

Expanded Statement of Institutional Purpose	Program Goals	Student Learning Outcomes	Means of Program Assessment and Criteria for Success	Summary of Data Collected	Use of Results
<p><u>Mission Statement</u></p> <p>The mission of the Biology Department is to provide our students with personalized, participative educational experiences over a broad range of biological disciplines that promote critical thinking, effective communication and lifelong learning skills aimed at empowering them to deal with the complexity, diversity and change of the modern world. We seek to provide learning opportunities where students can gain the knowledge, develop the integrity and acquire the empathy needed to become independent researchers in the advancement of science; healers, caretakers and teachers of their fellow man; and stewards of the environment and the natural world.</p> <p><u>Goal Statement</u></p> <p>Biology strives to provide our students with quality lecture, laboratory, and field instructional experiences which foster student inquiry into science, and prepare them for post-baccalaureate pursuits</p>	<ol style="list-style-type: none"> 1. Maintain a highly qualified faculty, with diverse areas of specialization covering the scope of the biological world. 2. Provide quality lecture, laboratory, and field instructional experiences which foster student inquiry into science. 3. Provide a personalized leaning environment where students are educated in critical thinking, effective communication and lifelong learning skills. 4. Provide competitive opportunities for research, scholarship, and employment with experienced and qualified faculty mentors 5. Prepare students for post-baccalaureate pursuits including: <ul style="list-style-type: none"> • health-related professional programs. • graduate programs • science teaching careers • other biology related careers 6. Provide quality service courses for other academic professions and for general education purposes. 7. Promote and provide learning opportunities for students to develop the integrity and empathy. 	<ol style="list-style-type: none"> 1. Students will demonstrate an understanding of the dynamics of interactions and adaptations within biological systems, and a general knowledge of biology; its language, methodologies, findings and applications. 2. Students will be able to communicate effectively in oral and written formats. 3. Students will be prepared for post-baccalaureate plans. 	<p><u>Student Outcome Assessment</u></p> <ol style="list-style-type: none"> 1. Graduates taking the senior major biology (ETS) field exam will be at or above the 50th percentile compared to national results with no subscale score below the 30th percentile. <ol style="list-style-type: none"> 1b. Students will demonstrate at least 70% competence level on classroom tests and assignments. 2b. By the end of each semester course, students in relevant courses will score a minimum of 70% on course rubrics for written assignments, oral presentations. 3. Exit surveys will be given to determine student success in entry into professional programs, graduate schools and the job market. <p><u>Program Assessment</u></p> <ol style="list-style-type: none"> 1a. Courses will be offered covering the scope of the biological world. <ol style="list-style-type: none"> 1b. Courses will be taught by faculty with expertise appropriate to their teaching assignments. 2a. The department will solicit external review by inviting experts in the various biological disciplines from other universities to visit campus and review the contents of our programs. <ol style="list-style-type: none"> 2b. An ongoing COS advisory committee will review our programs and ensure relevant 		

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			<p>curriculum opportunities.</p> <p>2c. Student and Peer Teaching evaluations will rate faculty at 80% or greater for overall teaching effectiveness.</p> <p>3a. Where possible, lecture will be limited to 75 students and lab sizes will be limited to 25</p> <p>3b. By the end of each semester students in relevant courses will score a minimum of 70% on course rubrics for critical thinking exercises and lab reports.</p> <p>3c. Students in all 3000 level organismal courses and 4000 level capstone courses will demonstrate by course rubric their understanding of the vocabulary of biology by reading and critiquing at least one primary paper.</p> <p>3d. At least 50% of biology majors will present original research, either in class or at research symposia.</p> <p>4a. At least 50% of biology majors will participate in undergraduate research, service learning, cooperative education, and/or internships</p> <p>4b. All full time professors will offer either Teaching Assistant, Undergraduate Research or Scholarly Activity student positions each semester .</p> <p>5a. At least 20% of students will gain admission to health-related professional and graduate programs.</p> <p>5b. At least 30% of students seeking employment in the science teaching profession will gain employment.</p> <p>5c. At least 30% of students</p>		
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			<p>seeking employment in biological fields will gain employment.</p> <p>6. Courses will be provided that meet the needs of SUU's nursing program and sufficient courses will be provided for the general education program.</p> <p>7a. Courses will be designated service learning courses where appropriate.</p> <p>7b. Students will be advised of service learning opportunities.</p>		
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