

2017-2018 Assessment Cycle COS_Biology BS

Mission (due 12/4/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / VP and Program / Department Mission

Mission of College or VP-area

Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."

Our mission is to serve our students, the citizens of Louisiana, the nation, and the world, through innovative and stimulating educational experiences and compelling research initiatives that create knowledge, deepen our basic understanding of the world around us, further economic development, and enhance quality of life. In support of our mission, The College of Sciences seeks to:

Develop broad-thinking students into mature, ethical professionals, scientists, and researchers with the necessary creativity, critical thinking, and problem solving skills required to make significant contributions to industry, government, and the academic sector.

Recruit and support top-notch teaching and research faculty engaged in scientific endeavors that are recognized nationally for their relevance and impact.

Enrich scientific research and education through on-campus collaborations, multidisciplinary programs, large-scale multi-institution initiatives, as well as partnerships with government and industry.

Foster scientific literacy within the University, the citizens of Louisiana, and the nation by providing stimulating courses for our students and by partnering with educators at the K-12 and community college level.

Provide leadership in the translation and application of research into practical solutions that will benefit our local community, the state of Louisiana, our natural environment, industries of the Gulf Coast region, and society as a whole.

The Ray P. Authement College of Sciences will emerge as a preeminent college of sciences in the Southeast and Gulf Coast region of the United States. The College will be recognized nationally for its innovative education, scholarly research activities addressing our nation's grand challenges, and for its diverse student body with exemplary academic achievements, leadership abilities, and global perspectives.

Mission of Program / Department

Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."

The Department of Biology aims to further scientific knowledge through extensive research and teaching. Its undergraduate program is intended to provide a comprehensive background in the major disciplines in Biology.

Nevertheless, curricula are structured with concentrations in Biology, Microbiology or Resource Biology and Biodiversity, with training leading to careers in postgraduate study in the biological sciences as well as professional programs including medicine, dentistry, optometry, physical therapy and physician assistant. Graduates of the undergraduate program earn a Bachelor's of Science degree. The graduate program endeavors to train future scientists and scholars in Environmental and Evolutionary Biology through extensive hands-on research opportunities coupled with intensive classroom instruction. Graduate opportunities include the Masters of Science and Doctor of Philosophy degrees.

Attachment (optional)

Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

Assessment Plan (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	Compare the results of a general biology exam given to freshmen (Biol 112) and senior biology students (senior seminar).(Imported)								
Legends	SLO - Student Learning Outcome/Objective (academic units);								
Standards/Outcomes									
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Goal/Objective	Students actively involved in the Biology Department Mentoring Matters Program as mentors or mentees that have attended three or more times are more likely to have a higher overall gpa than students who do not participate in the program.								
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Goal/Objective	We will map our course objectives to the core concepts of Vision and Change.		
Legends	PO - Program Objective (academic units); SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures	Assessment Measure	Criterion	Attachments
	Indirect - Curriculum	The course objectives will be mapped to the core concepts of Vision and Change.	Vision_and_Change.pdf Course_Mapping_Tools.docx

Goal/Objective	The members of the Pre-professional Committee will retrieve data pertaining to MCAT scores from students applying to Medical School for the 2018-2019 calendar year. Total scores earned on the MCAT will be obtained as well as sub scores earned from the MCAT: Chemical and Physical Foundations of Biological Systems, Critical Analysis and Reasoning Skills, Biological and Biochemical Foundations of Living Systems and Psychological, Social, and Biological Foundations of Behavior. Analysis of this data should help the Committee direct and guide our student and to make changes in our course offerings. As time passes we will introduce other variables such as GPA, sex of the participants, and major of students.		
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Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?

5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

We have been assessing our freshmen and senior level biology students using the pre/post test. The information that we are getting from this test has been used to show that our seniors are able to achieve higher scores than the freshmen. Dr. Albert is doing the analysis of this data and will report his findings to the PULSE committee. We are going to look at the exam questions to see if we may want to change them or even adopt a different test. Last year our faculty adopted the core concepts of "Vision and Change". This year we are going to map our individual course objectives to these core concepts to see if we have any areas of our curriculum that need to be updated or adjusted to fit the core concepts. We will also look at the course objectives for each of the courses. Dr. Self developed and has been in charge of our mentoring program. She has been collecting data associated with the mentors and mentees. She will continue to do that and we will report her findings in this software. All of our findings will be shared with the PULSE Committee, Department head and the entire biology faculty.

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Compare the results of a general biology exam given to freshmen (Biol 112) and senior biology students (senior seminar).(Imported)

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		<p>higher than the freshmen. been met yet? Met</p>		<p>and scored 70% or higher over the last three years. - Assessment Process: Results Discussed / Shared: The % correct for each question on the post test for the seniors was shared with the committee. The curriculum committee will look at these questions to map them with our adopted core concepts.</p>
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Assessment List Findings for the Assessment Measure level for Students actively involved in the Biology Department Mentoring Matters Program as mentors or mentees that have attended three or more times are more likely to have a higher overall gpa than students who do not participate in the program.

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Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?

Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email (selected)

Presented formally at staff / department / committee meetings (selected)

Discussed informally (selected)

Other (explain in text box below)

2) How frequently were assessment results shared?

Frequently (>4 times per cycle)

Periodically (2-4 times per cycle) (selected)

Once per cycle

Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

Department Head (selected)

Dean / Asst. or Assoc. Dean

Departmental assessment committee (selected)

Other faculty / staff (selected)

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

Our current results agree with the results that we have gotten in the past. Our seniors are scoring greater than 70% on the post exam and have higher scores than the freshmen. Now we plan to look more in depth at the post test to see what which questions our students score better or worse on.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

The overall impact of "closing the loop" has been communication and implementation of learning, course and departmental objectives. We are now using the information that we have gotten from the course mapping to evaluate whether or not our course objective are aligning with the core concepts of Vision and Change which the department adopted this past year.

Attachments (optional)

Upload any documents which support the program / department assessment process.