

Biology A.S. Program Assessment Timeline

Outcomes	Direct Contributors (Courses)	Selected Assessment Course[s] (summative)	Method[s] of Assessment	Length of assessment cycle (yrs)	Years of data collection	Target for Performance
Students will be able to relate form and function on the level of molecules, cells and whole organisms.	Biol 1306/1106 Biol 1307/1107	Biol 1306/1106	Multiple Choice Exams	4 years	2011-2012 2015-2016	75%
Students will be able to state the mechanisms involved in gene expression and describe what the principles of inheritance involve.	Biol 1306/1106	Biol 1306/1106	Multiple Choice Exams	4 years	2012-2013 2016-2017	75%
Students will explain the causes and consequences of biological evolution, with a specific emphasis on understanding why this is a central unifying concept in biology.				4 years	2013-2014 2017-2018	75%
Students will analyze the interactions between organisms and their environments and describe the consequences of these to a population, community or ecosystem.				4 years	2014-2015 2018-2019	75%

Assessment Results 2011-2012

Data – All instructors for this course used the same ten questions embedded in a regularly-scheduled exam. The weighted average across all instructors and all sections was 76.8%

Evaluation of Data –The data indicate that students are meeting this program-level goal. The weighted average on the ten questions, 76.8%, exceeded our goal of 75%

Implications for Program Improvement – We believe our program benefited by having all faculty, including adjunct faculty, included in the planning and implementation related to the assessment of this program-level goal. Specifically, all instructors were given the opportunity to comment on the appropriateness of the goal (learning outcome) and on the appropriateness of the assessment method. Additionally, the assessment tool (exam) was given to all instructors at the beginning of the semester, allowing them ample time to prepare their students for the assessment. We believe that continued involvement by all faculty is crucial to reaching our program-level goals.

Actions – We will continue to ensure that all faculty, including adjunct faculty, are included in the planning of the assessment and that all faculty receive the assessment tool (exam) at the beginning of the semester, for their own planning. We will continue to stress the importance of this program goal to all faculty and students. We will gather at least one more year of data to determine if the encouraging result from 2011 – 2012 can be maintained.