

**Departmental and Program Assessment
Annual Assessment Plan Basic Update**

Academic Year: 2012-13

Academic Unit: Biology

Chair: Moran

Student Assessment Plan (SAP) – Basic Check-list

1. Have any changes been made to your program's student assessment plan or student learning goals? Your recent version should be on the web at <http://www.hendrix.edu/academics/academics.aspx?id=7264>. If you have made changes, then attach a copy of the new plan or goals.

yes no

2. Are student learning goals available to students on the web on the departmental/programmatic page(s)? If not, then this will be considered as an action plan for the coming year.

yes no

3. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program? If not, then this will be considered as an action plan for the coming year.

yes no

Student Assessment Plan Development - Departments and programs who have a complete and current SAP should consider the next step in SAP development.

1. As a next step in SAP development, departments/programs are encouraged begin working on an assessment audit to determine how student learning goals fit across the courses in the major. Sometimes the term “scaffolding” is used to describe this process. This could be as complicated as a full grid of student learning goals, or a single learning goal, across the courses in the major. (This has not been required of departments, but it is a recommended next step when the SAP is up to date.) Has your program already done this?

yes no *If yes, please provide any **new** results in either in prose or as a table. If no, then this could be the next annual action plan for your program.*

Yearly Assessment Report – each department or program is expected to have assessment discussions for at least two hours each academic year. If necessary, help is available from David Sutherland, just call.

1. What was your planned action item identified in your last report?

To evaluate student performance in Statistics and Biological Communication in graduating seniors so that we can compare their abilities with future graduates who will be completing our new seminar series.

2. Briefly summarize the topics discussed in your annual assessment meeting.

Besides our end-of-the-year meeting to discuss senior assessment, we also met in January on a one-day retreat to discuss our curriculum

- a. We discussed our annual MFT exam for our seniors. This class scored in the 99th percentile indicating that our curriculum is more than adequate.
- b. We evaluated the seniors performance on the biometry assessment exam that we designed this year.
- c. We discussed modifying the senior seminar
- d. We discussed a rubric that will be designed to evaluate students writing abilities.

3. What was the conclusion of your assessment discussion and how did the collected assessment data inform your conclusion? Specifically describe any curricular or programmatic changes that have been made that were based, at least in part, on the data in your SAP.

a. Based on our continued MFT scores and our extensive discussions during our retreat, we conclude that our general curriculum is well-designed and is effectively educating our students in the modern biological field.

b. We do find that the current senior seminar model is insufficient and we are working on modifying its structure.

4. Define one new action item for your assessment discussions next year.

a. We will be developing an evaluation process for the Biological Communication seminar and redesigning the structure of the senior seminar.