Department/Program Assessment Plan

Department/Program: Biology

Contact Person: Roger Peffer

Date Plan Submitted: October 2020

1. Program Maps

Please include below or attach a curriculum map linking program outcomes to courses. Also include a map indicating where in the program College Learning Outcomes and High Impact Practices are addressed.

General Education Core Curriculum Map

Courses	Identify and solve problems using methods of the discipline	Use logical skills to make judgments	Demonstrate thinking, comprehension, and expression of subject matter	Communicate effectively using scientific terminology	Use quantitative skills to solve problems	Integrate through analysis	Demonstrate the relationship between actions and consequences	Discuss the role of science in the development of modern technological civilization
BIOB 101	x	x	x	x		x		
BIOH 104	x	x	x	x		x		
BIOH 108	x	x	x	x		x		

BIOH 104 Are required for EMT/Paramedic and LPN programs.

Courses that support multiple programs and do not align to program outcomes

Courses	
BIOH 112	This course is part of the Biology Dept Course offerings but is not aligned with any specific Biology programs. BIOH 112 and 113 are BOTH required for HIC and HIT programs. Many student take these courses through dual enrollment.
BIOH 113	This course is part of the Biology Dept Course offerings but is not aligned with any specific Biology programs. BIOH 112 and 113 are BOTH required for HIC and HIT programs.
BIOH 201	This course is part of the Biology Dept Course offerings but is not aligned with any specific Biology programs. It is a perquisite for RN Nursing, Surgical Technology, Dental Hygiene, and Respiratory Care (and is accepted for EMT/Paramedic if taking BOTH BIOH 201 and 211).

Course															
BIOH 211		This course is part of the Biology Dept Course offerings but is not aligned with any specific Biology programs. It is a perquisite for RN Nursing, Surgical Technology, Dental Hygiene and Respiratory Care (and is accepted for EMT/Paramedic if taking BIOH 201 and BIOH 211).													
BIOM 250		This course is part of the Biology Dept Course offerings but is not aligned with any specific Biology programs. It is a perquisite for RN Nursing, Surgical Technology, Dental Hygiene and strongly recommended for Respiratory Care.													

CLO/HIPs alignment

Course	CLOs			HIPs										
	Critical Thinking	Comm.	Prof.	FYS	CIE	LC	WIC	CAP	UR	DGL	eP	SL	IN	CCP
BIOB 101*	x	x				X								
BIOH 104	x	x				X								
BIOH 108	x	x				X								
BIOH 112*	x	x				X								
BIOH 113*	x	x				X								
BIOH 201	x	x				X								
BIOH 211	x	x				X		X						
BIOM 250	x	x				X		X						

CLOs: Critical Thinking   Communication   Professionalism

HIPS: First-Year Seminars/Experiences (FYS) Common Intellectual Experiences (CIE)   Learning Community (LC) Writing-Intensive Courses (WIC)   Collaborative Assignments/Projects (CAP)   Undergraduate Research (UR)   Diversity/Global Learning (DGL)   ePortfolios (eP)   Service Learning (SL) Internships (IN)   Capstone Courses/Projects (CCP)

HIP's can be very time consuming… the switch to 8 week sessions are leading faculty to sacrifice these in our courses. Many of the courses listed above have been traditionally taught F2F. Because of the pandemic we are in the process of developing/modifying online courses in an attempt to include HIP's activities into those classes. The GFCMSU ELearning department will have training on developing HIP's in online courses during the 2020/2021 academic year
* = courses that are always taught online.

2. Assessment Plan and Schedule

Please provide a multi-year schedule indicating when the courses in your area will be reported. The assessment cycle should be 5 years or less.
*Programs with external accreditation should follow the assessment timeline and requirements of their accrediting body. Please share your assessment schedule (if applicable) below. Otherwise, please give a detailed response to item 3.

Course Assessed	Year Reported
BIOB 101	Spring 2022
BIOB 160	Spring 2022
BIOB 170	Spring 2022
BIOH 104	Spring 2020
BIOH 108	Spring 2021
BIOH 112	Spring 2021
BIOH 113	Fall 2021
BIOH 201	Spring 2020
BIOH 211	Spring 2021
BIOM 250	Spring 2020

These assessments could occur cyclically over a 3 year time frame.

3. Assessment Process

Individual faculty will be asked to follow the assessment plan and schedule as indicated above. Faculty will be expected to complete reflections for the courses indicated. Please note here 1) when reflections will be completed (e.g., end of block, end of semester, fall, spring, summer, etc.), and 2) any additional assessment processes your department/program will follow.

1) Reflections will be completed according to the above schedule.

4. College Learning Outcomes Assessment

Please indicate here if CLOs will be assessed using any departmental/programmatic assessments or if they will be assessed by individual faculty using a tool of their choice.

Department/Program Assessment_____

    What is the tool or assessment?

    Many of our courses have common lab exams. We do not give common lecture exams.

Individual Faculty Assessment___X__ **Lecture exams/Quizzes**

5. Opportunities for Change

Please indicate here any opportunities for change on which your department/program plans to work during the assessment cycle and how those changes will be assessed. Examples might include improving pass rates in a course, creating departmental assessments, etc.

With the switch to 8 week sessions the Biology Department is shocked by observed decreases in retention and pass rates. These seem to have precipitously dropped from when we were teaching F2F over a 16 week semester. Over the last 15 years the department has championed numerous ways that greatly improved student success in our classes. What we are observing during Fall semester of 2020 is of great concern to all of us. Hopefully we can return to the student success rates we saw before the 2020/2021 academic year without sacrificing content and rigor.

Please return this completed form to Mandy Wright at assessment@gfcmsu.edu.