Student Learning Assessment Program

## Response to Summary Form

**Undergraduate Programs 2017**

Department: Biological Sciences

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.S. Biological Sciences | They are clear, measurable, and programmatic. This program has adopted all five of the undergraduate learning goals.  |
| **How, Where, and When Assessed** | Level 2, B.S. Biological Sciences | You do have direct and indirect measures, so you are using multiple instruments across the program if not for each objective. The assessment instruments for objective 2 are limited to students who choose to do undergraduate research and present at conferences. Do you expect a certain percentage of your majors to participate in such activities? Usually program objectives cover skills or knowledge that all students in the major will need to obtain and that are taught and covered in coursework. Also, the objective indicates that you want to assess students’ ability to use the scientific method and interpret results, but merely counting presentations doesn’t provide information about those skills completely. The poster rubric may provide some of that information, however. Your exit survey does ask questions about undergraduate research, so you may want to include that as an instrument for collected data related to research as well. The questions seem very tangentially related to responsible citizenship, which covers ethical reasoning, civic engagement, and diversity. You might also be able to collect data on more than one of your undergraduate learning goals on the exit survey. AY17 was the last year for which Watson-Glaser data will be available, so you will need to consider a new measure for critical thinking this coming year. |
| **Expectations** | Level 2, B.S. Biological Sciences | Expectations are listed for the measures outlined. Some of them are more related to the number of students doing something—like research—than about attainment of a certain skill level. It would be good to have both kinds of expectations here. You don’t need to say that this excludes CLS majors in this report since you write a separate report for those students. Be careful about assuming professional quality just because a presentation is accepted at a conference. Acceptance does indicate one level of achievement, but does not necessarily mean the student does well. |
| **Results** | Level 2, B.S. Biological Sciences | Results are reported for some measures. Not all measures have data. Are you waiting to institute the poster rubric, for example, or was this an anomalous year? |
| **How Results Will be Used** | Level 2, B.S. Biological Sciences | Results are shared with assessment and curriculum committees and with faculty. It is understandable that budget constraints have been roadblocks for assessment and giving presentations. |

1. \* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association/Higher Learning Commission. These levels are approximations based on the information provided in the summaries. Please refer to the checklist on the assessment web site ([www.eiu.edu/~assess](http://www.eiu.edu/~assess)) for the Primary Traits listed for each level. [↑](#footnote-ref-1)