

MULTI-YEAR ASSESSMENT PLAN

Department: Biology

Chair: Steve Julio

Program Learning Outcomes	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	Assessment methods and tools	Benchmarks	Who is in charge?	How the loop will be closed /has been closed?
1. Understanding Life Processes						X	Six-year report	Major Field Test	Students score in 60 th percentile or higher in all categories	Yi-Fan	--shore up deficiencies in curriculum (e.g., Plant biology) --Continued discussion on best way to organize core course sequence
2. Collaborative Research				X				Review the opportunities for research experience across our curriculum (courses, BIO 198, BIO 199, summer research)	90% of graduates involved in at least one form high-quality independent research; 50% involved in two or more opportunities	Amanda	-consider incorporating a new Seminar in Research Methods in our curriculum -think strategically about where research opportunities arise across our curriculum to maximize student experience
3. Oral/written Competence					X			We will use the assessment of 3-years of Cell Bio essays by the information	90% will exhibit competency according to a	Beth	-assess how any weaknesses could be addressed in Genetics (our WSI

								literacy ILO team to evaluate the strengths and weaknesses of written competence in our upper-division students, in addition to assessing them directly ourselves for scientific rigour and effective communication	developed rubric		course) and other upper-division courses
4. Biology/Faith Integration			X					Develop a map of what issues are being addressed across our curriculum and to what extent, and restructure how faith and learning occurs in our introductory courses.	100% of courses will exhibit faith-learning integration; successful restructuring of BIO006 curriculum to set a solid foundation for upper-division engagement	Jeff	-More clarity and intentionality of treatment of diverse issues - Restructure of general biology faith-learning curriculum
5.											
Key Questions								Means of inquiry and evaluation		Who is in charge?	Data-guided recommendations
1.How to secure external grant funding to support Biology research?	X							Engage in strategic conversations with the Provost office, advancement, and other NBS departments to design a course of action for acquiring funding to sustain our model of			This question will be informed by our assessment of research opportunities for PLO#2 as described above.

								faculty-student research.			
2. How can we go about restructuring our core curriculum to engage Biology students starting in their first semester?		X						Work with other NBS departments and Provost office to make a plan that will serve both Biology majors and other departments well, and minimize scheduling conflicts		Steve	Our prior surveys of curricula at other institutions suggest that this is a common practice; it was also recommended strongly by our external reviewer.
3.											
4.											
GE Projects								Means of inquiry and evaluation		Who is in charge?	Data-guided recommendations
1.											
2.											
3.											

Discussion/Comments/Reflections:

Departmental Program Review Retreats			
Date	Agenda	Decisions made	Participants

Notes:

1. Adjust the Multi-Year Assessment Plan to your department seven-year assessment cycle.

2. Align your program-level assessment with the institutional or General Education assessment whenever possible: e.g., if your department has outcome aligned with the Quantitative Literacy ILO it should be assessed in the 2016-2017 academic year, etc.