Part I-ALC/ALP/AFP/IS, Summary Report on Assessment of Student Learning
III. General Education, Annual Report, 2005-2006

Department/Division: Biology/School of Allied Health and Life Sciences
College: College of Arts and Sciences

Part III-AFP, Summary Report on Assessment, Academic Foundation Plans (AFP)

Program Title: General Education Degree N/A CIP Code: N/A

URL – AFP website: http://uwf.edu/biology/degree
http://uwf.edu/cutla
URL- Assessment plan website: http://uwf.edu/cutla
If your assessment strategy differs from that described on the website, please elaborate.
Updates with attachments are forwarded throughout the year to UWF administration and UWF's CUTLA.

Domain (check one)	**__Content √__Critical Thinking __Communication __Integrity/Values __Project Management __Discipline-specific ALC**
Student Learning Outcome	
See those listed in the rubric in Appendix B1.GENERALEDUCATION.BIOLOGY.BIOLOGY-FOR-NON-MAJORS.	
Method(s) of Assessment	
Direct assessment: See the rubric utilized for assessing this specific domain in Appendix B1.GENERALEDUCATION.BIOLOGY.BIOLOGY-FOR-NON-MAJORS Indirect assessment: None implemented at this time (requesting NSSE data). See the full assessment plan for all general education courses in: Appendix 3.BiologyDept-ComprehensiveAssessmentPlan-GeneralEducationCourses	
Summary of Assessment Results	
Collection of baseline data for this domain of the assessment plan for general education courses began in Summer 2006.	

Domain (check one)	**__Content __Critical Thinking __Communication __Integrity/Values √__Project Management __Discipline-specific ALC**
Student Learning Outcome	
See those listed in the rubric in Appendix B2.GENERALEDUCATION.BIOLOGY.GENERAL-BOTANY	
Method(s) of Assessment	
Direct assessment: See the rubric utilized for assessing this specific domain in Appendix B1.GENERALEDUCATION.BIOLOGY.GENERAL-BOTANY Indirect assessment: None implemented at this time (requesting NSSE data). See the full assessment plan for all general education courses in: Appendix 3.BiologyDept-ComprehensiveAssessmentPlan-GeneralEducationCourses	
Summary of Assessment Results	
Collection of baseline data for this domain of the assessment plan for general education courses begins in Fall 2006.	

Use of Assessment Results to Improve Program

Collection of baseline data for the assessment plan for general education courses began in Summer 2006.

Evaluation of Assessment Plan

Changes to domains:

No changes to the domains to be considered for assessment are planned for 2006-2007. This will allow time for additional collection of meaningful baseline data.

Changes to assessment plan:

A main focus of 2006-2007 planning will be the development of sustainability plans for ongoing assessment. Specifically, faculty will be asked to consider the following plan:

1. Request indirect assessment data on general education courses from NSSE instrument.
2. Continue to collect baseline data from a direct assessment instrument for the critical thinking domain in a single course for 2006-2007 and 2007-2008.
3. Continue to collect baseline data from a direct assessment instrument for the project management domain in a single course for 2006-2007 and 2007-2008.
4. Utilize items (1), (2) and (3) for programmatic improvement and to focus the assessment plan for a subset of general education courses on 1-2 primary domains in subsequent academic years.

Additionally, faculty will be asked to submit all rubric data utilizing Excel spreadsheet templates (instead of Word templates).

Domain(s) to Be Examined in Assessment Plan in Following Year

Pending collection of baseline data, the assessment plan for general education course offerings calls for the critical thinking and project management domains to be directly assessed for two consecutive years.

Assessment Questions to Be Addressed in Following Year

We anticipate requesting general education level data from the National Survey of Student Engagement (NSSE) instrument as the basis for our plans for indirect assessment.

APPENDIX B1.GENERALEDUCATION.BIOLOGY.BIOLOGY-FOR-NON-MAJORS
EMBEDDED ASSESSMENT INSTRUMENT FOR DOMAIN(S): CRITICAL THINKING

Program: General Education
Course Name: Biology for Non-majors
Instructor: Dr. Karen Pritchard
Emphasized Programmatic SLOs: Critical Thinking
Tangible Course Product to be Evaluated: Selected course assignment

Suggested Implementation for Embedded Assessment:
Select an assignment in your course that emphasizes critical thinking. Grade the assignment as you would normally. For 10 randomly selected students, complete the following rubric and note characteristics contributing to your rating in the comment section below the rubric:

CRITICAL THINKING-BASED SKILLS TO BE ASSESSED (Add sub-items below as needed to fit CRITICAL THINKING-BASED SLOs emphasized in your specific course.)	**Unsatisfactory (D/F)**	**Satisfactory (C)**	**Very Good-Excellent (A/B)**
Problem Solving: Student was able to apply scientific method to solve problems in the biological sciences.			
Analysis/Evaluation: Student was able to select and conduct appropriate statistical analyses.			

General characteristics leading to ratings of UNSATISFACTORY:
_____
_____

General characteristics leading to ratings of SATISFACTORY:
_____
_____

General characteristics leading to ratings of VERY GOOD-EXCELLENT:
_____
_____

How will these results influence your course design next time?
_____
_____

What recommendations can you make to the department to improve the quality of this experience for future students?
_____
_____

APPENDIX B2.GENERALEDUCATION.BIOLOGY.GENERAL-BOTANY
EMBEDDED ASSESSMENT INSTRUMENT FOR DOMAIN(S): PROJECT MANAGEMENT

Program: General Education
Course Name: General Botany
Instructor: Dr. Theodore Fox
Emphasized Programmatic SLOs: Project Management
Tangible Course Product to be Evaluated: Selected course assignment

Suggested Implementation for Embedded Assessment:
Select an assignment in your course that emphasizes project management. Grade the assignment as you would normally. For 10 randomly selected students, complete the following rubric and note characteristics contributing to your rating in the comment section below the rubric:

PROJECT MANAGEMENT-BASED SKILLS TO BE ASSESSED (Add sub-items below as needed to fit PROJECT MANAGEMENT-BASED SLOs emphasized in your specific course.)	**Unsatisfactory (D/F)**	**Satisfactory (C)**	**Very Good-Excellent (A/B)**
Project Conceptualization: Student was able to design and execute a project that incorporates a reasonable time line to address a problem in the biological sciences.			
Project Delivery: Student was able to draw and defend conclusions related to the results of the study.			
Team-Work Skills or **Self-Regulation**: Student was able to collaborate effectively with others on team projects or student was able to manage project goals and priorities individually in a timely manner.			

General characteristics leading to ratings of UNSATISFACTORY:
_____
_____

General characteristics leading to ratings of SATISFACTORY:
_____
_____

General characteristics leading to ratings of VERY GOOD-EXCELLENT:
_____
_____

How will these results influence your course design next time?
_____
_____

What recommendations can you make to the department to improve the quality of this experience for future students?
_____
_____