

Bachelor of Science in Biology Ay 2010/11			
Student Learning Outcomes	Assessment Methods & Criteria	Student Learning Evidence	Utilization of Evidence
Graduates will demonstrate understanding of the general principles of life.	Students will complete an assignment in BIOL 1201 in the early part of their program and post it to their TaskStream portfolio. The assignment will be evaluated by the faculty using an associated rubric. It is desired that 80% of the graduates will have	There were 5 graduates with the BS Biology in May 2011 (none in December). None of these graduates had an artifact for this outcome in their TaskStream portfolio.	We have no results to consider.
Graduates will demonstrate understanding of the general principles of life.	Students in BIOL 4110 will complete an assignment designed to assess their understanding of general principles of life toward the completion of their curriculum. The assignment will be posted in the student's TaskStream portfolio. Biology faculty will sc	The assignment was given and 4 of the May graduates posted artifacts. However, no rubric had been created to score with.	A rubric has since been approved and faculty will have to return to TaskStream to score the students' work.
Graduates will demonstrate understanding of the chemical properties, structural organization and functional characteristics of living organisms.	Students will be given an assignment related to this outcome in BIOL 1201 and 1202. Each of these assignments will be posted to the student's TaskStream portfolio. Biology faculty will evaluate these assignments using the associated rubrics. It is desire	Of the 5 graduates from May 2011, only 1 had posted an artifact for BIOL 1201. That student scored a 3.8 average on the rubric. There was also only 1 artifact posted for BIOL 1202 and that student scored a 2.86 average on the rubric.	Outcome met. As this is the first group of graduates who have even partial electronic portfolios, the faculty will continue to monitor the results of these assessments as the sample size is very small and the scoring methodology too new to inspire confid

<p>Graduates will demonstrate understanding of the scientific method and be able to apply it to solve problems.</p>	<p>An entry-level grasp of this outcome will be assessed with an assignment in BIOL 1201 that will be posted to TaskStream. Faculty will evaluate it with an associated rubric. It is desired that 80% of the graduates will score an average of 2.25 or higher</p>	<p>Three of the 5 graduates from May 2011 had posted artifacts for this assessment. Their average scores were 2.27, 2.27, 2.31.</p>	<p>Outcome met. As this is the first group of graduates who have even partial electronic portfolios, the faculty will continue to monitor the results of these assessments as the sample size is very small and the scoring methodology too new to inspire</p>
<p>Graduates will demonstrate understanding of the scientific method and be able to apply it to solve problems.</p>	<p>Mid-level mastery of this outcome will be assessed with an assignment in BIOL 2080. Students will post the assignment to their TaskStream portfolios. Faculty will evaluate the assignment using an associated rubric. It is desired that 80% of the graduate</p>	<p>None of the 5 graduates from May 2011 had posted an artifact for the mid-level assessment.</p>	<p>No results to examine.</p>
<p>Graduates will demonstrate understanding of the scientific method and be able to apply it to solve problems.</p>	<p>Upper-level mastery of this outcome will be assessed with the student research assignments in BIOL 3990 (elective), BIOL 4253 (required) and BIOL 4011 (elective). Students will post their final papers in these classes to their TaskStream portfolios. Facu</p>	<p>Three of the 5 graduates from May 2011 had posted artifacts for this assessment. Their average scores were 2.2, 2.65, and 2.26.</p>	<p>Outcome met. As this is the first group of graduates who have even partial electronic portfolios, the faculty will continue to monitor the results of these assessments as the sample size is very small and the scoring methodology too new to inspire</p>

<p>Graduates will develop a behavior of questioning and analytical skills that lead to a life-long habit of learning.</p>	<p>Students will complete a "need for cognition" survey in BIOL 1000 (entry level), BIOL 3160 (mid level) and Senior Seminar (upper level). Norms for this survey have been established by the agency that established it. It is desired that the average for LS</p>	<p>This survey was selected by the faculty in Spring 2011. It has not yet been administered in any course.</p>	<p>No results yet.</p>
<p>Graduates will demonstrate the potential to use their biological education when making decisions about environmental and political issues relating to science.</p>	<p>Graduates will complete a group project and individual paper in BIOL 4000 (Senior Seminar) designed to assess this outcome. The group project will be presented orally to the faculty and the individual paper will be posted to the student's TaskStream portf</p>	<p>Four of the 5 May 2011 graduates had posted artifacts for this outcome. Their average scores were 2.44, 2.63, 2.63 and 2.83.</p>	<p>Outcome met. As this is the first group of graduates who have even partial electronic portfolios, the faculty will continue to monitor the results of these assessments as the sample size is very small and the scoring methodology too new to inspire</p>
<p>Graduates will demonstrate an understanding of ecological and environmental concepts, including issues that affect Louisiana.</p>	<p>Entry-level assessment of this outcome will be done in BIOL 1202. An assignment will be given which the students must post to their TaskStream portfolios. Faculty will score the assignments with a rubric developed for this outcome. It is desired that 8</p>	<p>Only 1 of the 5 graduates from May 2011 had posted an artifact for this course assignment. His average score was 2.7.</p>	<p>Outcome met. As this is the first group of graduates who have even partial electronic portfolios, the faculty will continue to monitor the results of these assessments as the sample size is very small and the scoring methodology too new to inspire</p>

<p>Graduates will demonstrate an understanding of ecological and environmental concepts, including issues that affect Louisiana.</p>	<p>An advanced-level of assessment of this outcome will take place in BIOL 4253. Students will be given an assignment that must be posted to their TaskStream account. Faculty will score the assignments with a rubric. It is desired that 80% of the graduate</p>	<p>The assignment was not given to the Spring 2011 BIOL 4253 class which contained all 5 graduates for May 2011.</p>	<p>The assignment will be given to the Spring 2012 BIOL 4253 class.</p>
<p>Graduates will demonstrate the ability to communicate information verbally and in writing in a professional manner.</p>	<p>Students will choose their best example of a written paper from BIOL 3990, 4253, 4000, 4015, 3150, and 4110. The written paper will be posted to the student's TaskStream portfolio. Faculty will evaluate the written paper with a rubric. BIOL 3990, 4253</p>	<p>Four of the five graduates for May 2011 had at least one paper available to score. The scores were 1.34, 2.56, 2.75, and 2.75. However, the graduate with the lowest score received it for a paper where the assignment didn't contain all the aspects of the</p>	<p>Results pending re-scoring of one student.</p>
<p>Graduates will demonstrate the ability to find and evaluate scientific information.</p>	<p>Students in USTY 1001 sections for biology majors will be given library instruction by a librarian and will be required to take the LILT quizzes. It is desired that 80% of the graduates will have scored 80% or higher on the LILT quizzes.</p>	<p>Four of the 5 graduates from May 2011 had LILT scores. When LILT 1 and 2 results were combined, the scores of the graduates were 94%, 69%, 69% and 86%.</p>	<p>Outcome not met. However, the faculty decided the results were not easily interpreted. The LILT quizzes change nearly every year so not all graduates take the same quiz. Further, students are urged to take the quiz before library orientation and then a</p>

<p>Graduates will demonstrate the ability to find and evaluate scientific information.</p>	<p>Students in BIOL 2080, BIOL 2031, 3153, 3160, and 3500 will be given an assignment to interpret a scientific article chosen by the instructor for a mid-level assessment of this outcome. The student will post the best example of their work from these class</p>	<p>Four of the 5 graduates from May 2011 had posted artifacts for this outcome. Their average scores were 2.38, 2.67, 2.33, and 2.7.</p>	<p>Outcome met. As this is the first group of graduates who have even partial electronic portfolios, the faculty will continue to monitor the results of these assessments as the sample size is very small and the scoring methodology too new to inspire</p>
<p>Graduates will demonstrate the ability to find and evaluate scientific information.</p>	<p>Students in BIOL 3990, 4253, 4000, 4015, 3150, and 4110 will be assessed based on the bibliography of the best example they post for Outcome 7 written paper. The bibliography will be evaluated by the faculty using a rubric. The rubric for the bibliography</p>	<p>No results yet.</p>	<p>The faculty will use the proper rubric for scoring next time.</p>
<p>Graduates will have had exposure to field-specific literature.</p>	<p>Biology students will be given a spreadsheet at the end of each biology course on which they will rate the degree of exposure to field-specific literature in the course. It is desired that</p>		
<p>Graduates will demonstrate the ability to differentiate between ethical and unethical behavior with regard to science.</p>	<p>Students in USTY 1001 for biology majors will be given a 10 question quiz in which they are presented with short scenarios which they must rate as ethical or unethical and write a short explanation of their decision. The quiz will be scored by the faculty</p>	<p>Although the quiz questions were developed, they were never posted on Moodle for the USTY 1001 students to complete.</p>	<p>No results. This fall the instructors in BIOL 1000 (which replaced USTY in the curriculum) will post the quiz questions.</p>

<p>Graduates will demonstrate the ability to differentiate between ethical and unethical behavior with regard to science.</p>	<p>Students in Senior Seminar (BIOL 4000) will be presented with four complex scenarios. For each they must answer questions on the ethics of the situation and what an ethical response would entail. The students responses will be posted to TaskStream and sco</p>	<p>Four of the 5 graduates from May 2011 had posted this assignment to TaskStream. The average scores for these students were 2.4, 2.25, 2.19, and 2.32.</p>	<p>Outcome met. As this is the first group of graduates who have even partial electronic portfolios, the faculty will continue to monitor the results of these assessments as the sample size is very small and the scoring methodology too new to inspire c</p>
<p>Graduates will develop a behavior of questioning and analytical skills that lead to a life-long habit of learning.</p>	<p>Graduates will be rated by the faculty as to whether each graduate has acquired the behavior of questioning and the skills for life-long learning. It is desired that 80% of the graduates will be rated positively by the faculty.</p>	<p>Of the 5 graduates from May 2011, 3 (60%) were rated positively for this outcome. While all the graduates had the necessary skills, not all had developed the behavior of or propensity for questioning.</p>	<p>Outcome not met. The faculty decided to incorporate two small group discussions in every required upper-level class that would be designed to elicit a behavior of questioning.</p>