

Weber State University  
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Zoology  
Academic Year of Report: 2014/15  
Date Submitted: 10 November 2015  
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### **A. Brief Introductory Statement:**

Please review the Introductory Statement and contact information for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

**Information is current; no changes required.**

**Information is not current; updates below.**

### **B. Mission Statement**

Please review the Mission Statement for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as "Last Reviewed [current date]". No further information is needed.

If the information is not current, please provide an update:

**Information is current; no changes required.**

**Information is not current; updates below.**

### **C. Student Learning Outcomes**

Please review the Student Learning Outcomes for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as "Last Reviewed [current date]". No further information is needed.

If they are not current, please provide an update:

**Information is current; no changes required.**

**Information is not current; updates below.**

### **D. Curriculum**

Please review the Curriculum Grid for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as "Last Reviewed: [current data]". No further information is needed.

If the curriculum grid is not current, please provide an update:

**Information is current; no changes required.**

**Information is not current; updates below**

## **E. Assessment Plan**

Please review the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the plan current, please indicate as much; we will mark the web page as "Last Reviewed [current date]". No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

*Please be sure to include your planned assessment of any general education courses taught within your department.* This information will be used to update the General Education Improvement and Assessment Committee's planning documentation.

Assessment plan:

The plan is not current and is presently under review by the Department.

Revisions were initiated last year but minimal progress was made.

This is a higher priority this year and the department has formed a committee to develop a new plan.

A new plan will be in place by the end of FY 2015-2016.

## **F. Report of assessment results for the most previous academic year:**

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for 'acceptable performance' is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

### **Evidence of Learning: Courses within the Major**

Courses within the major have not been assessed yet for learning. The department is presently focused on assessing general education courses as directed by the general education committees and assessment offices.

### **Evidence of Learning: Overall Major**

Course: Seminar Zool 4990

Additional narrative:

During spring semester 2015 zoology majors enrolled in Zool 4990 participated in the Collegiate Learning Assessment (CLA) test. The CLA test evaluates critical-thinking and written-communication skills of college students. It measures analysis and problem-solving, scientific and quantitative reasoning, critical reading and evaluation, and critiquing argument, in addition to writing mechanics and effectiveness. Over 700 institutions—both in the United States and internationally—have used the CLA to benchmark value-added growth in student learning at their college or university compared to that of other institutions.

Results for the 27 zoology majors taking the test indicated a mean score of 1152.40, which was above the campus-wide average of 1120.00. According to the CLA test criteria this indicates a score of "proficient" on scale from below basic to basic to proficient to advanced.

**Evidence of Learning: General Education, Life Science Courses**

Course: ZOO 1010

<b>Gen Ed Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Measure</b>	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<p><b>Nature of Science.</b> Scientific knowledge is based on evidence that is repeatedly examined, and can change with new information. Scientific explanations differ fundamentally from those that are not scientific.</p>	Students will demonstrate their understanding by performance answering exam questions focused on the nature of science.	A set of 15 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 82%	Students understand the nature of science	No changes needed

<b>Gen Ed Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Measure</b>	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<p><b>Integration of Science</b> All natural phenomena are interrelated and share basic organizational principles. Scientific explanations obtained from different disciplines should be cohesive and integrated.</p>	Students will demonstrate their understanding by performance answering exam questions focused on the integration of science.	A set of 16 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 74%	Students understand the integration of science	No changes needed

**Evidence of Learning: General Education, Life Science Courses**

Course: ZOO1 1010

<b>Gen Ed Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Measure</b>	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<b>Science and Society</b> The study of science provides explanations that have significant impact on society, including technological advancements, improvement of human life, and better understanding of human and other influences on the earth's environment.	Students will demonstrate their understanding by performance answering exam questions focused on science and society.	A set of 7 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 79%	Students understand the role of science in society	No changes needed

<b>Gen Ed Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Measure</b>	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<b>Problem Solving &amp; Data Analysis</b> Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner.	Students will demonstrate their understanding by performance answering exam questions focused on problem solving and data analysis.	This goal was not assessed.				Assessment needs to include this goal in the future.

**Evidence of Learning: General Education, Life Science Courses**

Course: ZOO1 1010

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Levels of Organization</b> All life shares an organization that is based on molecules and cells and extends to organisms and ecosystems.	Students will demonstrate their understanding by performance answering exam questions focused on levels of organization.	A set of 19 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 69%	Students understand levels of organization	No changes needed

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Metabolism and homeostasis:</b> Living things obtain and use energy, and maintain homeostasis via organized chemical reactions known as metabolism.	Students will demonstrate their understanding by performance answering exam questions focused on metabolism and homeostasis.	This goal was not assessed.				Assessment needs to include this goal in the future.

**Evidence of Learning: General Education, Life Science Courses**

Course: ZOO 1010

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Genetics and evolution:</b> Shared genetic processes and evolution by natural selection are universal features of all life	Students will demonstrate their understanding by performance answering exam questions focused on genetics and evolution.	A set of 38 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 75%	Students understand genetics and evolution	No changes needed

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Ecological interactions:</b> All organisms, including humans, interact with their environment and other living organisms.	Students will demonstrate their understanding by performance answering exam questions focused on ecological interactions.	A set of 28 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 77%	Students understand ecological interactions	No changes needed



**Evidence of Learning: General Education, Life Science Courses**

Course: ZOO11020

<b>Gen Ed Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Measure</b>	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<p><b>Nature of Science.</b> Scientific knowledge is based on evidence that is repeatedly examined, and can change with new information. Scientific explanations differ fundamentally from those that are not scientific.</p>	Students will demonstrate their understanding by performance answering exam questions focused on the nature of science.	A set of 31 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 78%	Students understand the nature of science	No changes needed

<b>Gen Ed Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Measure</b>	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<p><b>Integration of Science</b> All natural phenomena are interrelated and share basic organizational principles. Scientific explanations obtained from different disciplines should be cohesive and integrated.</p>	Students will demonstrate their understanding by performance answering exam questions focused on the integration of science.	A set of 60 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 73%	Students understand the integration of science	No changes needed

**Evidence of Learning: General Education, Life Science Courses**

Course: ZOO 1020

<b>Gen Ed Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Measure</b>	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<b>Science and Society</b> The study of science provides explanations that have significant impact on society, including technological advancements, improvement of human life, and better understanding of human and other influences on the earth's environment.	Students will demonstrate their understanding by performance answering exam questions focused on science and society.	A set of 66 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 84%	Students understand the role of science in society	No changes needed

<b>Gen Ed Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Measure</b>	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<b>Problem Solving &amp; Data Analysis</b> Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner.	Students will demonstrate their understanding by performance answering exam questions focused on problem solving and data analysis.	A set of 15 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 75%	Students understand problem solving and data analysis	No changes needed

**Evidence of Learning: General Education, Life Science Courses**

Course: ZOO1 1020

<b>Gen Ed Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Measure</b>	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<b>Levels of Organization</b> All life shares an organization that is based on molecules and cells and extends to organisms and ecosystems.	Students will demonstrate their understanding by performance answering exam questions focused on levels of organization.	A set of 117 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 75%	Students understand levels of organization	No changes needed

<b>Gen Ed Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Measure</b>	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<b>Metabolism and homeostasis:</b> Living things obtain and use energy, and maintain homeostasis via organized chemical reactions known as metabolism.	Students will demonstrate their understanding by performance answering exam questions focused on metabolism and homeostasis.	A set of 36 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 81%	Students understand metabolism and homeostasis	No changes needed

**Evidence of Learning: General Education, Life Science Courses**

Course: ZOO 1020

<b>Gen Ed Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Measure</b>	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<b>Genetics and evolution:</b> Shared genetic processes and evolution by natural selection are universal features of all life	Students will demonstrate their understanding by performance answering exam questions focused on genetics and evolution.	A set of 63 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 80%	Students understand genetics and evolution	No changes needed

<b>Gen Ed Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Measure</b>	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<b>Ecological interactions:</b> All organisms, including humans, interact with their environment and other living organisms.	Students will demonstrate their understanding by performance answering exam questions focused on ecological interactions.	A set of 42 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 86%	Students understand ecological interactions	No changes needed

**Evidence of Learning: General Education, Life Science Courses**

Course: ZOO11030

<b>Gen Ed Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Measure</b>	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<b>Nature of Science.</b> Scientific knowledge is based on evidence that is repeatedly examined, and can change with new information. Scientific explanations differ fundamentally from those that are not scientific.	Students will demonstrate their understanding by performance answering exam questions focused on the nature of science.	A set of 76 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 83%	Students understand the nature of science	No changes needed

<b>Gen Ed Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Measure</b>	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<b>Integration of Science</b> All natural phenomena are interrelated and share basic organizational principles. Scientific explanations obtained from different disciplines should be cohesive and integrated.	Students will demonstrate their understanding by performance answering exam questions focused on the integration of science.	A set of 64 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 84%	Students understand the integration of science	No changes needed

**Evidence of Learning: General Education, Life Science Courses**

Course: ZOO 1030

<b>Gen Ed Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Measure</b>	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<b>Science and Society</b> The study of science provides explanations that have significant impact on society, including technological advancements, improvement of human life, and better understanding of human and other influences on the earth's environment.	Students will demonstrate their understanding by performance answering exam questions focused on science and society.	A set of 49 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 81%	Students understand the role of science in society	No changes needed

<b>Gen Ed Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Measure</b>	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<b>Problem Solving &amp; Data Analysis</b> Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner.	Students will demonstrate their understanding by performance answering exam questions focused on problem solving and data analysis.	A set of 67 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 83%	Students understand problem solving and data analysis	No changes needed

**Evidence of Learning: General Education, Life Science Courses**

Course: ZOO1 1030

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Levels of Organization</b> All life shares an organization that is based on molecules and cells and extends to organisms and ecosystems.	Students will demonstrate their understanding by performance answering exam questions focused on levels of organization.	A set of 60 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 84%	Students understand levels of organization	No changes needed

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Metabolism and homeostasis:</b> Living things obtain and use energy, and maintain homeostasis via organized chemical reactions known as metabolism.	Students will demonstrate their understanding by performance answering exam questions focused on metabolism and homeostasis.	A set of 40 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 85%	Students understand metabolism and homeostasis	No changes needed

**Evidence of Learning: General Education, Life Science Courses**

Course: ZOO 1030

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Genetics and evolution:</b> Shared genetic processes and evolution by natural selection are universal features of all life	Students will demonstrate their understanding by performance answering exam questions focused on genetics and evolution.	A set of 100 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 82%	Students understand genetics and evolution	No changes needed

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Ecological interactions:</b> All organisms, including humans, interact with their environment and other living organisms.	Students will demonstrate their understanding by performance answering exam questions focused on ecological interactions.	A set of 43 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 84%	Students understand ecological interactions	No changes needed



**Evidence of Learning: General Education, Life Science Courses**

Course: ZOO1 1370

<b>Gen Ed Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Measure</b>	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<b>Nature of Science.</b> Scientific knowledge is based on evidence that is repeatedly examined, and can change with new information. Scientific explanations differ fundamentally from those that are not scientific.	Students will demonstrate their understanding by performance answering exam questions focused on the nature of science.	A set of 4 “universal” multiple choice questions generated by College of Science Gen. Ed. Committee	65% of answers correct	24 students answered 80% of questions correctly	Students understand the nature of science	No changes needed

<b>Gen Ed Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Measure</b>	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<b>Integration of Science</b> All natural phenomena are interrelated and share basic organizational principles. Scientific explanations obtained from different disciplines should be cohesive and integrated.	Students will demonstrate their understanding by performance answering exam questions focused on the integration of science.	A set of 4 “universal” multiple choice questions generated by College of Science Gen. Ed. Committee	65% of answers correct	24 students answered 57% of questions correctly	Understanding of the integration of science is less than expected	Address this outcome more thoroughly in future classes

**Evidence of Learning: General Education, Life Science Courses**

Course: ZOO1 1370

<b>Gen Ed Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Measure</b>	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<b>Science and Society</b> The study of science provides explanations that have significant impact on society, including technological advancements, improvement of human life, and better understanding of human and other influences on the earth's environment.	Students will demonstrate their understanding by performance answering exam questions focused on science and society.	A set of 2 "universal" multiple choice questions generated by College of Science Gen. Ed. Committee	65% of answers correct	24 students answered 100% of questions correctly	Students understand the role of science in society	No changes needed

<b>Gen Ed Learning Goal</b>	<b>Measurable Learning Outcome</b>	<b>Measure</b>	<b>Threshold</b>	<b>Findings Linked to Learning Outcomes</b>	<b>Interpretation of Findings</b>	<b>Action Plan/Use of Results</b>
<b>Problem Solving &amp; Data Analysis</b> Science relies on empirical data, and such data must be analyzed, interpreted, and generalized in a rigorous manner.	Students will demonstrate their understanding by performance answering exam questions focused on problem solving and data analysis.	A set of 3 "universal" multiple choice questions generated by College of Science Gen. Ed. Committee	65% of answers correct	24 students answered 82% of questions correctly	Students understand problem solving and data analysis	No changes needed

**Evidence of Learning: General Education, Life Science Courses**

Course: ZOO 1370

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Levels of Organization</b> All life shares an organization that is based on molecules and cells and extends to organisms and ecosystems.	Students will demonstrate their understanding by performance answering exam questions focused on levels of organization.	A set of 2 “universal” multiple choice questions generated by College of Science Gen. Ed. Committee	65% of answers correct	24 students answered 50% of questions correctly	Understanding of levels of organization is less than expected	Address this outcome more thoroughly in future classes

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Metabolism and homeostasis:</b> Living things obtain and use energy, and maintain homeostasis via organized chemical reactions known as metabolism.	Students will demonstrate their understanding by performance answering exam questions focused on metabolism and homeostasis.	A set of 4 “universal” multiple choice questions generated by College of Science Gen. Ed. Committee	65% of answers correct	24 students answered 48% of questions correctly	Understanding of levels of metabolism and homeostasis is less than expected	Address this outcome more thoroughly in future classes

**Evidence of Learning: General Education, Life Science Courses**

Course: ZOO 1370

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Genetics and evolution:</b> Shared genetic processes and evolution by natural selection are universal features of all life	Students will demonstrate their understanding by performance answering exam questions focused on genetics and evolution.	A set of 7 “universal” multiple choice questions generated by College of Science Gen. Ed. Committee	65% of answers correct	24 students answered 65% of questions correctly	Students understand genetics and evolution	No changes needed

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
<b>Ecological interactions:</b> All organisms, including humans, interact with their environment and other living organisms.	Students will demonstrate their understanding by performance answering exam questions focused on ecological interactions.	A set of 3 “universal” multiple choice questions generated by College of Science Gen. Ed. Committee	65% of answers correct	24 students answered 46% of questions correctly	Understanding of ecological interactions is less than expected	Address this outcome more thoroughly in future classes

## Appendix A

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Date of Program Review: 2 December 2013	Recommendation	Progress Description
Recommendation 1	Strategic shifting of course options to meet student demand	This is occurring
Recommendation 2	Maintenance of a diversity of upper-division offerings	This is occurring
Recommendation 3	Continued support of faculty interest in upper-division courses	This is occurring
Recommendation 4	Continued support of faculty interest in interdisciplinary efforts	This is occurring
Recommendation 5	Continued support of faculty interest in undergraduate research	This is occurring

## Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty	
Headcount	12
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	12
Full-time Tenured	12
Full-time Non-Tenured (includes tenure-track)	0
Part-time	0
With Master's Degrees	
Full-time Tenured	0
Full-time Non-Tenured	0
Part-time	0
With Bachelor's Degrees	
Full-time Tenured	0
Full-time Non-tenured	0
Part-time	0
Other	
Full-time Tenured	12
Full-time Non-tenured	0
Part-time	0
Total Headcount Faculty	12
Full-time Tenured	12
Full-time Non-tenured	0
Part-time	0

**Please respond to the following questions.**

- 1) Based on your program's assessment findings, what subsequent action will your program take?

The department will update the assessment plan for courses within the major.

Professors teaching Zool 1010 will add assessment exam questions for the problem solving and data analysis and for the metabolism and homeostasis learning outcome.

- 2) Are there assessment strategies within your department or program that you feel are particularly effective and/or innovative? If so, what are those strategies and what do you learn about your students by using them?

NA