

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Zoology
Academic Year of Report: 2015/16
Date Submitted: 14 November 2016
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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

Zoology Curriculum Map: core courses required for Zoology major

Emphasis Ratings: I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively

Number	Title	Hours	Concepts				Learning Outcomes				Competencies			
			1	2	3	4	5	6	1	2	3	4		
Required courses														
ZOOL 1110	Principles of Zoology I	4	I	I	I	I	-	I	U	U	I	I		
ZOOL 1120	Principles of Zoology II	4	U	-	-	-	I	I	U	U	I	I		
ZOOL 3200	Cell Biology	4	U	A	I	-	A	E	A	A	A	-		
ZOOL 3300	Genetics	4	A	E	A	-	E	-	A	A	U	U		
ZOOL 3450	Ecology	4	I	-	-	A	-	A	U	A	A	E		
ZOOL 3600	Comparative Physiology	4	U	A	U	E	A	A	A	A	A	U		
ZOOL 3720	Evolution	3	A	U	E	E	E	-	A	I	A	A		
ZOOL 4990	Seminar	1	-	-	-	-	-	-	A	-	A	A		
Elective courses (3 required)														
ZOOL 3470	Zoogeography	3	U	-	-	E	-	E	A	-	A	-		
ZOOL 3500	Conservation Biology	3	U	-	I	U	I	I	I	U	U	E		
ZOOL 4050	Comparative Vertebrate Anatomy	4	A	-	-	-	A	-	-	-	-	-		
ZOOL 4100	Vertebrate Embryology	4	A	-	I	-	A	-	-	-	-	-		
ZOOL 4120	Histology	4	-	A	-	-	A	-	-	-	-	-		
ZOOL 4210	Advanced Human Physiology	4	-	U	I	-	A	A	A	U	A	I		
ZOOL 4220	Endocrinology	4	-	U	I	-	A	A	A	U	A	I		
ZOOL 4250	Radiation Biology*	4												
ZOOL 4500	Parasitology	4	E	E	-	E	E	-	U	U	U	-		
ZOOL 4600	Protozoology*	4												
ZOOL 4300	Molecular Genetics	4	I	E	A	-	I	-	U	A	E	U		
ZOOL 4350	Animal Behavior	4	U	-	I	-	I	-	A	A	U	-		
ZOOL 4470	Wildlife Ecology & Management	4	E	-	-	A	-	A	A	A	A	A		
ZOOL 4480	Aquatic Ecology	4	-	-	-	A	-	A	A	A	A	A		
ZOOL 4640	Entomology	4	I	-	-	I	A	-	-	-	-	U		
ZOOL 4650	Ichthyology	4	A	-	U	-	A	E	A	A	A	A		
ZOOL 4660	Herpetology	4	E	-	U	A	E	-	E	-	A	A		
ZOOL 4670	Ornithology	4	U	-	E	U	A	E	U	E	A	A		
ZOOL 4680	Mammalogy	4	A	-	U	-	A	-	A	A	A	A		

* Course not recently taught and not currently in rotation

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 current.

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.

I have met with all faculty as a department and individually to discuss assessing courses in the major.

It is my understanding that all courses are now being assessed and for the 2016-2017 report I expect to have data for courses taught this year.

Evidence of Learning: Overall Major

Course: Seminar Zool 4990

Additional narrative:

During spring semester 2016 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 12 zoology majors taking the test indicated a total score mean of 1110.25, which was below the campus-wide average of 1122.09. According to the CLA test criteria this indicates a score of "basic" to "proficient" on scale from "below basic" to "basic" to "proficient" to "advanced".

Evidence of Learning: General Education, Life Science Courses

Course: ZOO11010

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Nature of Science. 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 14 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 81%	Students understand the nature of science	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
Integration of Science 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 10 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 79%	Students understand the integration of science	No changes needed

Evidence of Learning: General Education, Life Science Courses

Course: ZOO11010

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Science and Society 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 4 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 86%	Students understand the role of science in society	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
Problem Solving & Data Analysis 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.		No assessment this year		Assess next year

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
Levels of Organization 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 18 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 67%	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
Metabolism and homeostasis: 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 14 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 71%	Students understand metabolism and homeostasis	No changes needed

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
Genetics and evolution: 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 77%	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
Ecological interactions: 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 29 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

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Nature of Science. 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 10 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 71%	Students understand the nature of science	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
Integration of Science 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 20 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 68%	Students understand the integration of science	No changes needed

Evidence of Learning: General Education, Life Science Courses

Course: ZOO11020

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Science and Society 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 25 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

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Problem Solving & Data Analysis 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 5 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 71%	Students understand problem solving and data analysis	No changes needed

Evidence of Learning: General Education, Life Science Courses

Course: ZOO 1020

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Levels of Organization 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 39 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 71%	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
Metabolism and homeostasis: 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 12 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 76%	Students understand metabolism and homeostasis	No changes needed

Evidence of Learning: General Education, Life Science Courses

Course: ZOO 1020

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Genetics and evolution: 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 21 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 78%	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
Ecological interactions: 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 14 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: ZOO1 1030

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Nature of Science. 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 13 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 80%	Students understand the nature of science	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
Integration of Science 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 7 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 85%	Students understand the integration of science	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
Science and Society 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 6 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 80%	Students understand the role of science in society	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
Problem Solving & Data Analysis 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 16 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 82%	Students understand problem solving and data analysis	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
Levels of Organization 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 5 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 78%	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
Metabolism and homeostasis: 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 9 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 87%	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
Genetics and evolution: 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 20 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 81%	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
Ecological interactions: 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 8 multiple choice questions	Combined student performance of 65% or higher	Combined student performance was 79%	Students understand ecological interactions	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
Nature of Science. 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.	Taught & assessed by Botany		Taught & assessed by Botany		Assess when taught by Zoology

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Integration of Science 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.	Taught & assessed by Botany		Taught & assessed by Botany		Assess when taught by Zoology

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
Science and Society 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.	Taught & assessed by Botany		Taught & assessed by Botany		Assess when taught by Zoology

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Problem Solving & Data Analysis 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.	Taught & assessed by Botany		Taught & assessed by Botany		Assess when taught by Zoology

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
Levels of Organization 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.	Taught & assessed by Botany		Taught & assessed by Botany		Assess when taught by Zoology

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Metabolism and homeostasis: 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.	Taught & assessed by Botany		Taught & assessed by Botany		Assess when taught by Zoology

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
Genetics and evolution: 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.	Taught & assessed by Botany		Taught & assessed by Botany		Assess when taught by Zoology

Gen Ed Learning Goal	Measurable Learning Outcome	Measure	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Ecological interactions: 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.	Taught & assessed by Botany		Taught & assessed by Botany		Assess when taught by Zoology

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?

With a new assessment plan and learning outcomes in place, we are now initiating assessment of courses in the major. Data should be available for courses taught next year (2016-2017).

Two additional courses, Zool 1110 and Zool 2200, have been added as life-science general-education courses and will be assessed next year (2016-2017).

Zool 1010 is on probation because two outcomes were not assessed. Assessment for next year (2016-2017) will include all learning outcomes.

- 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

Assessment of Graduating Majors:

Senior Seminar (Zool 4990) serves as a capstone course for Zoology majors and is typically taken in the last year of study. As a way to assess graduating majors of the Department of Zoology students enrolled in Senior Seminar will be required to take the Collegiate Learning Assessment.