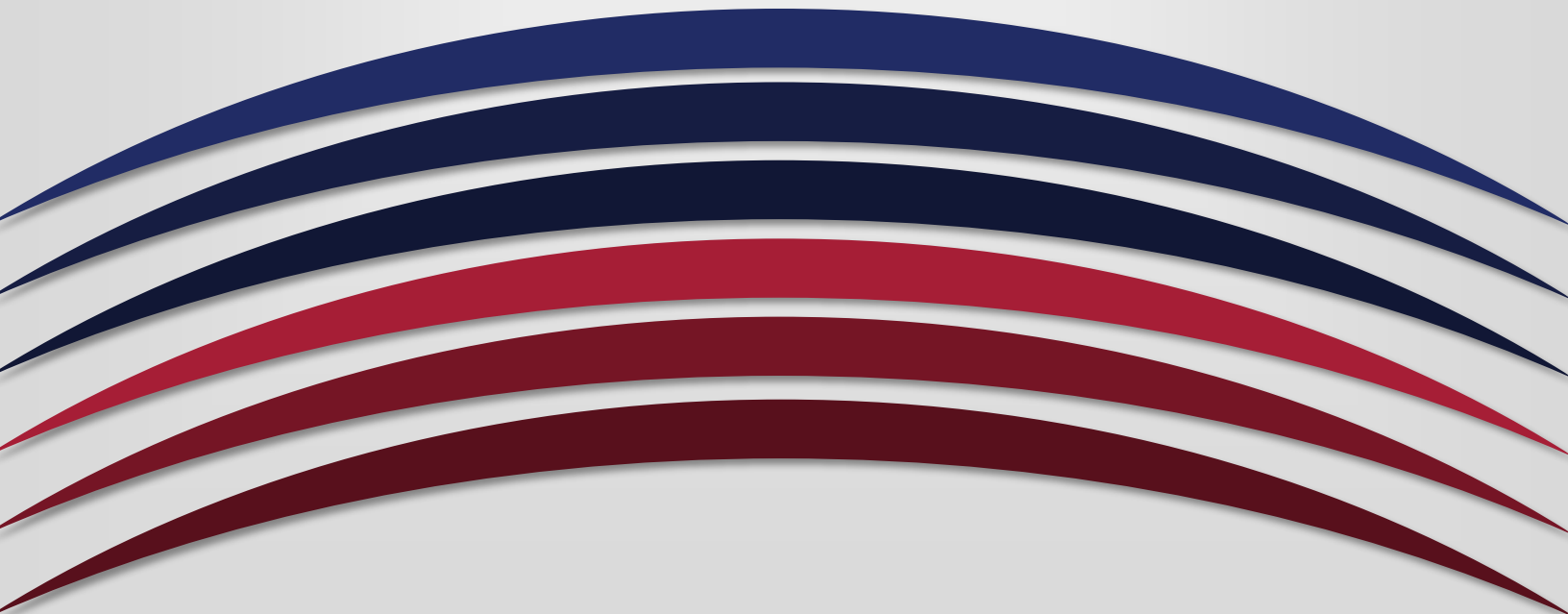




UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2019-2020:
Biological Science BIOL 1302



1. Name of individual compiling report: Ben Rains
2. Date of submission: September 2020
3. Is the assessment plan (*Check or highlight one*)
- ☐ an initial plan for the program ☐ a revision of an old plan XXX unaltered from previous year

Course-Level Learning Outcomes-

1. What are the Course-Level Outcomes (CLOs)?

CLO 1 organizational levels Define the levels of the organization and related functions of bacteria, plants, and animals.

CLO 2 characteristics of living things Describe the characteristics and basic needs of living organisms.

CLO 3 growth and inheritance Analyze the processes of growth and inheritance in individuals and populations

2. Which CLOs were addressed for this academic year? (2019-2020)

All 3 CLOs were assessed in this academic year.

3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

We will continue to assess these CLOs in this academic year.

4. Explain the assessment cycle.

The assessment cycle consists of analyzing data collected in the fall and spring semesters of each academic year. This data is reported to the course lead and disseminated to the full-time faculty members in the discipline. This committee forms the working group responsible for decision making for future assessment cycles. Each academic year uses the plan decided upon in spring of the prior academic year.

To illustrate this cycle:

Fall semester 2019 – data collection.

Spring semester 2020 – data collection

Spring semester 2020 – analysis of data from the 2018-2019 academic year; any modifications or changes are derived from the data from the prior year.

Effectiveness of class assessment materials is also scrutinized.

Fall 2020 – the assessment plan for the 2020-2021 academic year are shared.

In spring of 2021 – the cycle begins anew.

5. What are the assessment methods? Are they direct or indirect?

The department assessed the three CLOs with a direct measure. Three quizzes, one per CLO, are administered to students following chapters 3, 6, and 8. These chapters correlate to CLOs 1, 2 and 3.

Faculty members administer the quizzes and report the data to the course lead. This data is used by the full-time faculty to decide upon any needed actions and to provide guidance for future assessment planning. The faculty members also discuss the effectiveness of our assessment plan and tools.

In the class students were also required to produce a paper covering an endangered species. This paper is scored using the rubric developed by the faculty members. This assessment cycle we did not collect the data, although faculty members were required to score the paper. In the next assessment cycle the paper will be revised. Past assessment data has indicated that this assessment method is meeting goals. This method of assessment will be revisited in the spring 2021 semester and the plan will be discussed for any needed changes.

6. What are the assessment goal(s)?

In the 2019-2020 assessment cycle, students are considered successful if they achieve a score of 70% or greater on each quiz.

Students are also considered successful if they score a 70% or higher on the standardized paper.

7. What were the findings for this academic year? (2019-2020)

The collected data were analyzed for success or failure. A full discussion of the collected data will be held in the spring 2021 semester to determine any action step for the next assessment cycle.

The data from both spring and fall semesters show that students who took the quizzes corresponding to CLOs 1, 2 and 3 have a passing rate of 56.8%, 68.44%, and 71.78%.

It is of note that the spring assessment data is more difficult to compare to prior semesters. The nation experienced Covid-19, and in mid-semester classes moved from the regular forms of delivery to a completely online presentation. This was done to help prevent viral spread and decrease case load. This change of instruction method from on campus classes to fully online by necessity changed the method of data collection, and seems to have had an effect on achievement.

8. What is your analysis of the findings?

At the time of this writing, it appears that students have been successful in the collected measures. Some sections had a higher percentage of students not meeting expected performance, although this compares well with prior semesters. The data from both spring and fall semesters show that students who took the quizzes corresponding to CLOs 1, 2 and 3 have a passing rate of 56.8%, 68.44%, and 71.78%. This is lower than past semesters and this will be discussed in committee this spring. The results of 56.8% clearly shows room for improvement, and the faculty will discuss this and attempt to discover how to improve this level of achievement. The second CLO quiz has an attainment of 68.44%; this will also be discussed.

The nation experienced Covid-19, and in mid-semester classes moved from the regular forms of delivery to a completely online presentation. This was done to help prevent viral spread and decrease case load. At this time the change of instruction method from on campus classes to fully seems to have had an effect on achievement.

In the spring semester faculty members plan to reevaluate our rubric for the paper.

At the time of this writing it appears the quizzes are adequate to the task. In the upcoming discussion the effect of spring 2020 will be discussed.

It is of note that the spring assessment data is more difficult to compare to prior semesters. The nation experienced Covid-19, and in mid semester classes moved from the regular forms of delivery to a completely online presentation. This was done to help prevent spreading the virus. Participating students appear to have success rates comparable to prior semesters.

The plan adopted for the 2020-2021 academic year continues the overall assessment plan of collecting quiz data for the class and performing the paper requirement. This year we have changed the subject of the paper from an endangered species to an environmental approach. This will be further examined in the next semester

9. What is the action plan for the next academic year? (2020-2021) Explain.

Following collection of data in the prior assessment cycle, the full-time faculty members decided upon the following assessment plan for the 2020-2021 academic year:

Students will continue to be assessed via the use of the three quizzes. This was done to provide continuity with prior cycles as well as to provide a direct measure. CLO 1, 2, and 3 data will be collected and analyzed according to the same 70% success threshold.

The paper subject will be changed from an endangered species to an environmental based paper. The faculty members felt that the endangered species paper had reached the point where no more useful data could be gathered, and we also wished to provide more emphasis on the environment as a whole. This year the full-time faculty members will pilot the new paper subject, and decide upon the best course of action for future semesters. The data from this paper will be collected for evaluation of this pilot.

