

Student Learning Outcomes (SLOs) for Academic Programs				
Please list all of the student learning outcomes for your program as articulated in the assessment pl				
Department of Biological Sciences				
Assesment Year 1		Submitted Oct 2020		
<i>SLO(s)</i>	ULG*	<i>Measures/Instruments</i>	How is the information Used?	
#	<i>Note: Measures might be used for more than 1 SLO</i>		<i>Please include a clear description of the instrument including when and where it is administered</i>	<i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
1	Students will be able to construct a professional research poster	C W Q	Each semester, students enrolled in the Biology major core course BIO 3120 Molecular and Cellular Biology will construct a professional scientific poster. Performance will be assessed based six criteria (Background, Objectives, Methods, Results, Conclusions, and References) using a rubric (Scored by instructor. provided to Chair)	Target: Score of >80% average score on overall poster construction. Scores will provide feedback on strength of skills and whether additional instructon on data presentation and interpretation needs to be incorporated into curriculum.
2	Students will be able to present a professional research poster	C S W Q	Graduating Students will have prepared prepared and presented a poster or oral presentation in one discipline -specific upper-division course (botany/zoology/environmental biology/molecular biology) or at a research conference .	Target: Graduating students will have received a >80% average on scored poster presentations in a class or presented at a conference. If needed, additional subject-specific courses will be identified to include student poster presentations.
3	Students will enhance global citizenship by participation in biology clubs with conservation and/or volunteer efforts	R	Exit survey will ask about club participation while at EIU (Tallied by Chair)	50% of graduating seniors will indicate that they have participated in biology clubs (Botany, Wildlife, Pre-med, Pre-vet, Earthwise)
4	Students will demonstrate knowledge of key concepts in molecular biology, ecology, genetics, molecular biology and statistics.	Q	Pre-test will be administered in freshman BIO1500 General Biology and post-test in BIO 3200 Genetics	Target: Student will demonstrate knowledge of key concepts demonstrated by a >50% increase in exam scores from pre to post tests.
5	Student will have participated in volunteering/service activities	R	Exit survey will ask students the number of volunteer activities invoved in while enrolled at EIU (Tallied by Chair)	Target: >80% of students will have engaged in at least 2 volunteer activities while at EIU. If taget not met, volunteerism awareness efforts will be increased.

6	Impact of research experiences will be considered beneficial by students	Exit survey will ask "How would you describe your research experience? What are some highlights? What are some things that the department can improve on to make the research experience better?" (Tallied by Chair)	Target: 90% of students who engage in laboratory research will claim that the research conducted was beneficial; Feedback from students will be evaluated for potential improvement
7	Students will be accepted into a graduate program or professional school prior to graduation.	Exit survey will ask students if they have plans for graduate school and provide names of graduate programs or professional schools to which they have been accepted. (Tallied by Chair)	Target: 50% of students applying to graduate/professional school will have been accepted prior to graduation
	<p><i>*Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable</i></p>		

CLAS Deans' comments on BIO B.S. report

Reviewer: Michael Cornebise

Please note: This is a **STARTING POINT** for conversation, with no rubric per se. We will be developing a rubric collaboratively (amongst chairs, Associate Deans, and our new EIU Assessment Coordinator, Yvette Smith) in the spring of 2021 based on peer/aspitant institution models, then we'll evaluate it by that. Meanwhile, if you'd like to modify your document based on these comments, feel free. We appreciate your patience with this process as it evolves!

1. SLOs are generally clear and measurable, using a good mix of high-level, mid-level, and low-level Bloom's Taxonomy verbs.
2. The undergraduate learning goals are clearly and appropriately identified for each learning objective.
3. The assessment plan includes a nice mix of measurements to gather data at different levels: student performance on the construction of a professional scientific poster, a pre-test in BIO 1500 followed by a post test in BIO 3200, and exit survey questions.
4. While the targets are clearly identified in the plan, how will the data be evaluated, shared with the department, and used to improve the program?

Overall, though, the plan seems comprehensive and ready for data collection.