



Final Annual Report

Tennessee Tech University

President

Provost

College of Arts and Sciences

Biology

Biology BS



Department of Biology Mission and Definition

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Mission/Vision/Goal Statement

The primary mission of the Department of Biology at Tennessee Tech is to promote biological education in the region, state, and nation through teaching, research, and public service.

The Department of Biology has three degree programs (B.S. in Biology, B.S. in Wildlife and Fisheries Science, and M.S. in Biology). Each degree program has a separate report. Program Goals and Student Learning Outcomes for the undergraduate programs are similar since Wildlife and Fisheries Science is applied Biology; however, assessment results differ for most goals and outcomes based on the assessment techniques used. The graduate program has a unique set of goals and learning outcomes.

This section contains the BS program in Biology.



Program Goal 1

Define Goal

Program Goal 1: Cooperative programs ("co-ops") or experiential internships will be completed by at least 10% of BIOL students during their undergraduate years.

Intended Outcomes / Objectives

Goal 1 - The goal is to have 10% of Biology students complete cooperative programs ("co-ops") or experiential internships during their undergraduate years.

 **Program Goal 2****Define Goal**

Program Goal 2: The Department of Biology will increase the incorporation of active-learning strategies in courses offered.

Intended Outcomes / Objectives

Goal 2 - All departmental faculty members are expected to receive such pedagogical training during their first 3 years of employment. We would like at least 75% of Department of Biology faculty to incorporate active-learning/critical-thinking strategies into their individual courses to improve the reasoning ability of our students.

 **Program Goal 3****Define Goal**

Program Goal 3: The Department of Biology will increase undergraduate retention.

Intended Outcomes / Objectives

Goal 3 - Our goal is to increase the retention rate equal to or exceeding that of the university's average rate of increase.

 **Program Goal 4****Define Goal**

Program Goal 4: The Department of Biology will make significant progress toward increasing diversity.

Intended Outcomes / Objectives

Goal 4 - The Department of Biology will make significant progress toward desegregation and affirmative action objectives.

 **Student Learning Outcome 1**



Define Goal

Student Learning Outcome 1: Undergraduate Biology majors will demonstrate improved critical thinking skills.

Intended Outcomes / Objectives

Student Learning Outcome 1 - Our goal is for departmental faculty to select critical thinking 50% of the time as important or essential.

 **Student Learning Outcome 2**

Define Goal

Student Learning Outcome 2: Biology majors will participate in extracurricular activities related to their discipline.

Intended Outcomes / Objectives

Student Learning Outcome 2 - Our goal is to have at least 25% of all Biology majors participate in extracurricular activities related to their discipline.

 **Student Learning Outcome 3**

Define Goal

Student Learning Outcome 3: All students completing a degree in Biology at Tennessee Technological University will use scientific reasoning as codified by the structured process commonly known as the scientific method.

Intended Outcomes / Objectives

Student Learning Outcome 3 - Our goal is to have a success rate of 100% on the Scientific Method Questionnaire for graduating seniors.

 **Student Learning Outcome 4**

Define Goal

Student Learning Outcome 4: Biology majors will be able to demonstrate a command of general biology and the general principles in various specific areas of biology.

Intended Outcomes / Objectives

Student Learning Outcome 4 - Our goal is to have our students perform above



average in the ACAT Major Field Examination.

 **Assessment - Goal 1**

Goal/ Outcome/ Objective: Cooperative programs (“co-ops”) or experiential internships will be completed by at least 10% of BIOL students during their undergraduate years.

Type of Tool: Survey

Rationale

Graduating seniors are asked to complete a short **Senior Questionnaire** (Appendix 1) concerning extracurricular activities at the time they take their major field exam, including an assessment of how valuable they considered the experiences. One of the questions on the questionnaire is devoted specifically to internships and co-ops. The departmental chair tracks student internship participation rates through time. The goal is assessed by determining if 10% of Biology students complete cooperative programs (“co-ops”) or experiential internships during their undergraduate years. The departmental Planning Committee, consisting of five departmental faculty members selected by the department chairperson, continually revises the senior questionnaire to provide more detailed information about activities that are most valuable to undergraduate students. Results from the Senior Questionnaire are compared with data from the **National Survey of Student Engagement (NSSE)**. The NSSE was given Spring semesters 2006, 2009, 2011, 2014. The NSSE assesses students’ abilities to work as a team, communicate, and critically think. These values will be compared to data from the senior questionnaire and results from IDEA evaluation reports.

The NSSE report changed how data are categorized from 2011 to 2014. As a result, the results provided for 2014 combines Biology in with Biochemistry or biophysics, Biomedical science, Botany, Cell and molecular biology, Chemistry; Earth science (including geology), Marine science, Mathematics, Microbiology or bacteriology, Natural science, Other biological sciences, Physical sciences (general), Physics, and Zoology. Therefore, the comparisons are not necessarily representative of Biology alone.

 Appendix 1

Frequency of Assessment: Each semester



Assessment - Goal 2

Goal/ Outcome/ Objective: The Department of Biology will increase the incorporation of active-learning strategies in courses offered.

Type of Tool: Exit Exam, Peer Assessment

Rationale

Faculty Annual Report. Conducted annually each Spring semester. Each faculty member submits a Faculty Annual Effort report to the chairperson that discusses their efforts for the previous calendar year. The departmental chair tracks the number of faculty participating in active-learning training and mentoring, and the incorporation of active learning/critical thinking strategies by gleaned such information from these reports.

The department chair discusses each individual faculty member's progress as summarized in **Faculty Annual Reports**. Active-learning is assessed by determining the number of Department of Biology faculty that enhance their knowledge of active-learning teaching approaches by participating in on- or off-campus training and development workshops devoted to such approaches. In addition, 100% of new Department of Biology faculty are paired with a faculty mentor who has experience with active-learning techniques in the classroom during their first year of employment. On-going progress on active learning/critical thinking implementation is summarized and included in the Departmental Annual Report submitted by the chair to the Dean of the College of Arts and Sciences.

IDEA Evaluation Reports. IDEA Evaluations are administered in each class during Fall and Spring semesters. All faculty are asked to have IDEA Evaluation Forms completed for their respective classes at the end of each semester. Faculty are encouraged to integrate active learning/critical thinking techniques into course objectives.

California Critical Thinking Test (CCTST). The California Critical Thinking Tests are administered during Fall and Spring semesters to graduating seniors. The CCTST evaluates students' abilities to critically think based on skills that they have learned in their courses.

□ **IDEA Evaluation Reports** are used institution-wide and provide a mechanism for faculty to evaluate if they have achieved specific objectives in their respective courses. When completing IDEA Evaluation Forms, departmental faculty are encouraged to increase their selection of critical thinking and active learning objectives. The departmental chair and Planning Committee track these percentages from IDEA reports and provide feedback to the entire department at the start of each Fall Semester. In addition, the departmental chair and Planning Committee track percentages of students who responded with a "4" or "5" for items selected by faculty as important or essential in the "Progress Towards Goals" categories for teamwork, communication, and critical thinking. Results are compared with data from the **NSSE and the CCTST**. These results are also discussed at the Fall Semester faculty meeting.



The NSSE report changed how data are categorized from 2011 to 2014. As a result, the results provided for 2014 combines Biology in with Biochemistry or biophysics, Biomedical science, Botany, Cell and molecular biology, Chemistry; Earth science (including geology), Marine science, Mathematics, Microbiology or bacteriology, Natural science, Other biological sciences, Physical sciences (general), Physics, and Zoology. Therefore, the comparisons are not necessarily representative of Biology alone.

Frequency of Assessment: Each semester.

 **Assessment - Goal 3**

Goal/ Outcome/ Objective: The Department of Biology will increase undergraduate retention.

Type of Tool: Retention Rate

Rationale

TECH TRENDS Institutional Research Reports are reviewed by the chair to acquire information on institution-wide enrollment, demographics, and retention. Enrollments are compared from year to year. Retention is assessed by comparing number of freshmen enrolled during fall and the following spring. Departmental retention is compared to the university-wide average.

Frequency of Assessment: Annual.

 **Assessment - Goal 4**

Goal/ Outcome/ Objective: The Department of Biology will make significant progress toward increasing diversity.

Type of Tool: Tracking Spreadsheet

Rationale

To assess progress toward increasing diversity, the departmental chair uses demographic information to compare minority and women enrollments from year to year. These data are summarized in the Departmental Annual Report submitted to the Dean of the College of Arts and Sciences.

Frequency of Assessment: Annual.

 **Assessment - Student Learning Outcome 1**

Goal/ Outcome/ Objective: Undergraduate Biology majors will demonstrate improved critical thinking skills.



Type of Tool: Exit Exam, Survey

Rationale

National Survey of Student Engagement (NSSE). Given Spring semesters 2006, 2009, 2011, and 2014. The NSSE assesses students' abilities to work as a team, communicate, and critically think. These values will be compared to data from the senior questionnaire and results from IDEA evaluation reports.

The NSSE report changed how data are categorized from 2011 to 2014. As a result, the results provided for 2014 combines Biology in with Biochemistry or biophysics, Biomedical science, Botany, Cell and molecular biology, Chemistry; Earth science (including geology), Marine science, Mathematics, Microbiology or bacteriology, Natural science, Other biological sciences, Physical sciences (general), Physics, and Zoology. Therefore, the comparisons are not necessarily representative of Biology alone.

IDEA Evaluation Reports. Administered in each class during Fall and Spring semesters. All faculty are asked to have IDEA Evaluation Forms completed for their respective classes at the end of each semester. Faculty are encouraged to integrate active learning/critical thinking techniques into course objectives. When completing IDEA Evaluation Forms, departmental faculty are encouraged to increase their selection of critical thinking and active learning objectives.

California Critical Thinking Test (CCTST). Administered during Fall and Spring semesters to graduating seniors. The CCTST evaluates students' abilities to critically think based on skills that they have learned in their courses.

Frequency of Assessment: Each semester.



Assessment - Student Learning Outcome 2

Goal/ Outcome/ Objective: Biology majors will participate in extracurricular activities related to their discipline.

Type of Tool: Survey

Rationale

Senior Questionnaire. Administered each Fall and Spring semester. Graduating seniors are asked to complete a short questionnaire (Appendix 1) concerning extracurricular activities, including cooperative programs and internships, at the time they take their major field exam. We include an assessment of how valuable they considered the experiences.

 Appendix 1

Frequency of Assessment: Each semester.



Assessment - Student Learning Outcome 3

Goal/ Outcome/ Objective: All students completing a degree in Biology at Tennessee Technological University will use scientific reasoning as codified by the structured process commonly known as the scientific method.

Type of Tool: Exit Exam

Rationale

Scientific Method Exams. Exams developed by the Biology Department (Appendix 2) are administered to students in selected classes that determine the degree to which students have learned the scientific method and to determine if they agree that our classes are adequately teaching the scientific method. Biology majors enrolled in two courses (a freshman course and an upper-division course) are required to complete a **Scientific Method Exam** at the end of the semester during which they take the courses. Results are evaluated by the departmental chair and the course instructors to determine the degree to which students have learned the scientific method and to determine if they agree that our classes are adequately teaching the scientific method. Comparisons are made for scores achieved by students in the freshman course and those achieved in the upper-division course.

 Appendix 2

Frequency of Assessment: Each semester.

Assessment - Student Learning Outcome 4

Goal/ Outcome/ Objective: Biology majors will be able to demonstrate a command of general biology and the general principles in various specific areas of biology.

Type of Tool: Exit Exam

Rationale

ACAT Major Field Examination. Administered each Fall and Spring semester. The ACAT exam breaks subject matter into a number of biological categories. We can select which categories should be used in evaluating our majors. These categories include bacteriology, cellular biology, ecology, genetics, botany, zoology, and evolution. This option is especially appealing because of the different focus of our program (i.e., organismal) from that of many other biology programs (i.e., molecular) in the state and nation.

All graduating senior Biology majors are asked to take the **ACAT Major Field Examination** during the semester in which they intend to graduate. Scores are compared to the national mid-point range for the areas of bacteriology, cellular biology, ecology, genetics, botany, zoology, and evolution. The departmental chair tabulates scores and reports the results to the departmental Planning Committee at the start of each Fall semester.



Frequency of Assessment: Each semester.



Results - Goal 1

Goal/Objective/Outcome Number: Goal 1 - Cooperative programs (“co-ops”) or experiential internships will be completed by at least 10% of BIOL students during their undergraduate years.

Results

Senior Questionnaire Internships and cooperative programs usually are not as popular among Biology majors as Wildlife and Fisheries Science majors. During the last few years, a number of Biology majors chose to pursue internships, especially in the health-related disciplines. During the last academic year, however, the percent of students participating in internships or co-op assignments dramatically increases and approached our target goal of 10% (Table 1). This was the first year that a higher percentage of Biology students than WFS students reported participating in internships or co-op assignments in the last five years.

Table 1. Percent of Biology graduates completing internship (BIOL 4900) or co-op assignment (n = number of students surveyed).

Academic Year	Sample Size (n)	Percent (%)
2012-2013	63	1.6
2013-2014	41	2.5
2014-2015	23	0.0
2015-2016	46	8.7
2016-2017	45	0.0

Attachments

No items to display.



Results - Goal 2

Goal/Objective/Outcome Number: Goal 2 - The Department of Biology will increase the incorporation of active-learning strategies in courses offered.

Results



Faculty Annual Report During 2006, the Department of Biology determined through discussions at faculty meetings that it was essential that faculty develop and adopt active learning techniques into their courses. In the following academic year, 12 of 14 full-time faculty participated in active learning workshops. Faculty members have been active in participating in opportunities to learn about active learning (Table 3). Three faculty members participated in workshops during 2012-2013 and 2013-2014. During 2014-2015, one faculty member attended “mEngage Leadership Academy” to mobilize emerging technology into the classroom. His experience promoted other faculty members to investigate how they might accomplish the same in their courses. During 2015-2016, faculty members participated in workshops such as a McGraw-Hill Higher Education Summit, AIMT Training for the Top 30 Classes, and the Flipped Classroom. During 2016-2017 five faculty members participated in workshops through the Center for Teaching and Learning.

Table 3. Number of tenured or tenure-track faculty in the Department of Biology that reported that they had participated in active-learning workshops during the last five years.

Academic Year	Sample Size (n)	Participants
2012-2013	14	3
2013-2014	16	3
2014-2015	17	1
2015-2016	21	3
2016-2017	17	5

Since 2012, at least 75% of departmental faculty incorporated active-learning/critical- thinking strategies into their individual courses (Table 4). The most commonly listed approaches were analysis and interpretation of independently gathered data in lab exercises and reviews of peer-reviewed articles. Several courses required students to work in teams to gather data that could not be collected as individuals, and they were required to provide a team report at the end of these exercises. Many lab exercises attempted to simulate real-world problems, and students were required to develop solutions to these problems. Many upper division labs are designed to be "on-going", and each week's exercise builds on techniques or information learned during the previous week. All of our majors must complete an independent research project as part of the BIOL 3920 course and present their findings and interpretations in a written and oral format. Thus, we feel that we are doing an admirable job of incorporating critical thinking and active learning in our courses, but we will continue to develop additional approaches in these areas.

Table 4. Percent of Department of Biology faculty incorporating active-learning/critical- thinking strategies in their courses during the last five years.



Academic Year	Sample Size (n)	Percent (%)
2012-2013	14	79
2013-2014	16	79
2014-2015	18	83
2015-2016	21*	95
2016-2017	21*	95

*A total of 21 faculty members (tenure-track, tenured, and non-tenure-track) belong to the Department of Biology, but one did not teach courses during at least one semester during this academic year for the department.

IDEA Evaluation Reports Departmental faculty members are incorporating active-learning/critical thinking strategies in their courses; however, objectives incorporating teamwork, communication, and critical thinking are incorporated at varying levels. We have not met our goal (25%) for teamwork in the last five years (Table 5). This was the third year we did not meet our goal (25%) for communication. In the last five years, our critical-thinking goal (50%) was met only in 2012 and 2016. The five year averages for Biology in these categories were 15% for teamwork (IDEA average = 29%), 25% for communication (IDEA Average = 27%), and 47% for critical thinking (IDEA average = 30%). Therefore, we exceed the IDEA three year averages only for critical thinking. Consistency among years indicates that our departmental goals for critical thinking and teamwork are realistic and consistent with what faculty believe are important in their courses.

Table 5. Percent of IDEA evaluation forms where Department of Biology faculty selected critical-thinking and active-learning objectives as essential or important during the last five years.

YEAR	TEAMWORK	COMMUNICATION	CRITICAL-THINKING
2012-2013	14.1%	40.6%	53.1%
2013-2014	11.5%	29.5%	44.3%
2014-2015	10.7%	16.7%	32.1%
2015-2016	16.7%	21.4%	40.5%
2016-2017	22.2%	18.9%	66.7%

California Critical Thinking Test (CCTST) (Program Goal 2 and Student Learning Outcome



1) CCTST results for Tennessee Tech Biology majors averaged 16.7 for 2016-2017. The Tennessee Tech average for this timeframe was 16.2 and the national average was 16.2. Based on these results, our students are learning critical thinking techniques as well as other students at Tennessee Tech and better than those at other universities administering the CCTST.

Attachments

No items to display.



Results - Goal 3

Goal/Objective/Outcome Number: Goal 3 - The Department of Biology will increase undergraduate retention.

Results

TECH TRENDS Institutional Research Reports The Department of Biology has monitored enrollment trends for several years and used these trends to develop strategies to meet this goal (Table 7). Although enrollment was not viewed as a concern by the department in 2016, in order to maintain a perspective on retention, enrollment data are included. In Fall 2014 and 2015, enrollment reached a high of 345 and declined to 316 in the fall of 2016. Health Sciences Biology is still the most popular concentration/option in the department, representing approximately 41% of all Biology majors. We suspect that the concentration has been in existence long enough now for the numbers to stabilize. Retention from fall to spring has been slightly below the university average (mean = 91.5%; Table 7) during all but one of the last five years. Retention during this last year was the lowest during the last five years and we will continue to monitor the trend.

Table 7. Number of students enrolled as Biology majors and freshman fall-to-spring retention rates (percent) for undergraduates within the Department of Biology and Tennessee Tech University.

Year	Enrollment – Biology	Retention – Biology	Retention – TTU
2012	318	90.4	91.1
2013	338	91.8	91.5
2014	345	87.8	90.6
2015	345	82.1	91.9
2016	316	86.3	92.4



Attachments

No items to display.



Results - Goal 4

Goal/Objective/Outcome Number: Goal 4 - The Department of Biology will make significant progress toward increasing diversity.

Results

TECH TRENDS Institutional Research Reports On-going evaluation of departmental efforts towards meeting diversity objectives indicated that a slow increase in minority students occurred in the B.S. Biology degree program over the last five years (Table 8). Most of these students are enrolled in the Health Sciences concentration, and the establishment of this program in 2001 probably is the major factor influencing this increase. Over the last five years, over 50% of all undergraduate Biology majors have been females. Currently, 187 of 316 Biology majors are female. Attractiveness of certain programs to females (e.g., health-related biology and microbiology), as compared to others (e.g., applied field biology), probably provides the best explanation for this difference in gender balance among programs.

Table 8. Percent of Biology majors as minorities and females during the last five years.

Year	Minorities (%)	Females (%)
2012	15.1	61.9
2013	15.4	61.2
2014	15.3	58.3
2015	13.3	60.9
2016	14.9	59.2

Attachments

No items to display.



Results - Student Learning Outcome 1

Goal/Objective/Outcome Number: Student Learning Outcome 1 - Undergraduate Biology majors will demonstrate improved critical thinking skills.

Results

National Survey of Student Engagement NSSE 2014 data indicate that for communication and critical thinking our majors improved from their freshman year through their senior year (Mean values for written communication improved from 2.5 (± 0.9) to 2.8 (± 1.0). Mean values for oral communication improved from 2.4 (± 0.9) to 2.9 (± 0.9). Mean values for critical thinking improved from 3.1 (± 0.8) to 3.3 (± 0.7)). NSSE 2014 data for teamwork indicated slightly more autonomy between freshman and senior years for Biology majors: 3.0 (± 0.7) to 2.9 (± 0.8), but not statistically different. Therefore, we seem to be meeting this learning outcome and our active-learning program goal is being achieved.

IDEA Evaluation Reports Departmental faculty members are incorporating active-learning/critical thinking strategies in their courses; however, objectives incorporating teamwork, communication, and critical thinking are incorporated at varying levels.

We have not met our goal (25%) for teamwork in the last five years (Table 5). This was the third year we did not meet our goal (25%) for communication. In the last five years, our critical-thinking goal (50%) was met only in 2012 and 2016. The five year averages for Biology in these categories were 15% for teamwork (IDEA average = 29%), 25% for communication (IDEA Average = 27%), and 47% for critical thinking (IDEA average = 30%). Therefore, we exceed the IDEA three year averages only for critical thinking. Consistency among years indicates that our departmental goals for critical thinking and teamwork are realistic and consistent with what faculty believe are important in their courses.

Table 5. Percent of IDEA evaluation forms where Department of Biology faculty selected critical-thinking and active-learning objectives as essential or important during the last five years.

YEAR	TEAMWORK	COMMUNICATION	CRITICAL-THINKING
2012-2013	14.1%	40.6%	53.1%
2013-2014	11.5%	29.5%	44.3%
2014-2015	10.7%	16.7%	32.1%
2015-2016	16.7%	21.4%	40.5%
2016-2017	22.2%	18.9%	66.7%



IDEA Reports now provide the percentages of students who respond with a “4” or “5” for items selected by faculty as important or essential. This allows a means of evaluating if students are learning the goals of teamwork, communication, or critical thinking in classes in which faculty consider these learning outcomes important by ranking the class as a “4” or “5.” To provide a more meaningful understanding of how students perceive if the goals are being met, the number of courses that students rated at least 50% of the time with a “4” or “5” was calculated. Based on these results (Table 6) it appears that critical thinking skills are being taught more often and possibly better by the Department of Biology than communication skills. Although teamwork is taught less often than critical thinking skills, students’ responses to questions on IDEA forms indicate that they agree that teamwork skills are being gained in classes in which they are emphasized.

Table 6. Percent of Unit courses that undergraduate Department of Biology students rate more than 50% of the time with a “4” or “5” in the “Progress Towards Goals” categories for teamwork, communication, and critical-thinking over the last five years.

YEAR	TEAMWORK	COMMUNICATION	CRITICAL-THINKING
2012-2013	49.8%	48.8%	58.9%
2013-2014	59.5%	57.7%	67.8%
2014-2015	100%	82.4%	96.6%
2015-2016	100%	66.7%	88.2%
2016-2017	75.0%	82.4%	95.0%

Attachments

No items to display.



Results - Student Learning Outcome 2

Goal/Objective/Outcome Number: Student Learning Outcome 2 - Biology majors will participate in extracurricular activities related to their discipline.

Results

Senior Questionnaire Internships and cooperative programs are not as popular among Biology majors as Wildlife and Fisheries Science majors. Until recently, the internship program in the Department of Biology has been directed towards field programs, and almost all of the students who took advantage of this opportunity have been Wildlife and Fisheries Science majors. During the last few years, a



number of Biology majors chose to pursue internships, especially in the health-related disciplines. During the last five years, a few Biology majors chose to pursue internships, especially in the health-related disciplines. During the last academic year, however, no students participated in internships or co-op assignments; overall, we are not meeting our target goal of 10% (Table 1).

Table 1. Percent of Biology graduates completing internship (BIOL 4900) or co-op assignment (n = number of students surveyed).

Academic Year	Sample Size (n)	Percent (%)
2012-2013	63	1.6
2013-2014	41	2.5
2014-2015	23	0.0
2015-2016	46	8.7
2016-2017	45	0.0

During the past five years, an average of 87.8% of graduating Biology majors indicated that they participated in extracurricular activities while at TTU, and more than 75% of them indicated that these experiences contributed positively to their education (Table 2). The senior questionnaire that was initiated in 2002-2003 has provided a more realistic estimate that is consistent with our impressions.

National Survey of Student Engagement NSSE data for 2014 seniors indicated that only 66% of seniors in the Biological Sciences participated in extracurricular activities; the majority averaged between one and five hours per week in participation. Our data indicate a much higher participation rate (i.e., 89%) than the NSSE data (Table 2).

Table 2. Percent of graduating Biology majors participating in extracurricular activities related to their discipline by academic year.



	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	(N=63)	(N=40)	(N=23)	(N=46)	(N=68)
Ext-Cur.	95.2%	92.5%	78.3%	80.4%	92.6%
Activities					
Clubs	54.0%	57.5%	34.8%	32.6%	35.3%
Internships	1.6%	2.5%	0.0%	8.7%	0.0%
Sp. Topics	22.2%	30.0%	26.1%	19.6%	29.4%
Sci. Mtg.	31.8%	20.0%	30.4%	39.1%	26.5%
Seminars	87.3%	70.0%	65.2%	80.4%	76.5%
Other	42.9%	27.5%	26.1%	26.1%	20.6%
Positive	76.2%	75.0%	69.6%	76.1%	73.5%
Contribution					

Attachments

No items to display.



Results - Student Learning Outcome 3

Goal/Objective/Outcome Number: Student Learning Outcome 3 - All students completing a degree in Biology at Tennessee Technological University will use scientific reasoning as codified by the structured process commonly known as the scientific method.

Results

Scientific Method Exams Student understanding of the scientific method, as assessed using the Department of Biology Scientific Method Exam (Appendix 2), was evident (Table 9). Results are consistent with long-term trends in the BIOL 1000 class that indicate that most of our freshmen students recognize the components of the scientific method and understand how to apply it. In general, upper division students in BIOL 3920 score higher than first-semester students. In the past, we concluded that reinforcement does occur throughout the program and that most senior students have retained some level of understanding of the process.

Table 9. Student performance (percent) on the scientific method exam administered



to students in BIOL 1000 (freshman course) and BIOL 3920 (upper division).

Year	Average Score (%)		100% Correct (%)		> 90% Correct (%)		< 70% Correct (%)	
	1000	3920	1000	3920	1000	3920	1000	3920
2012-2013	77.9	81.6	10.7	22.8	23.0	31.9	41.3	19.3
2013-2014	81.3	86.5	13.3	28.4	33.3	42.9	26.7	13.2
2014-2015*	74.9	71.5	13.8	0.0	18.4	0.0	33.8	44.4
2015-2016	74.4	90.0	10.5	52.3	16.3	65.9	37.2	13.6
2016-2017	74.1	89.2	14.1	52.3	18.8	63.6	43.8	13.6

*Data from Spring 2014 only.

Attachments

No items to display.



Results - Student Learning Outcome 4

Goal/Objective/Outcome Number: Student Learning Outcome 4 - Biology majors will be able to demonstrate a command of general biology and the general principles in various specific areas of biology.

Results

ACAT Major Field Examination We first began use of the ACAT exam in Fall 2006 to demonstrate student command of general biology and the general principles in various specific areas of biology, and we now have sufficient data to compare results among cohorts. Our majors have consistently performed above average in some areas (e.g., genetics) and consistently low in others (e.g., evolution) (Table 10).

Table 10. Results of the ACAT Biology Exam during the last five years.

Year & Sample Size	Cellular													
	Bacteriology		Biology		Ecology		Genetics		Botany		Zoology		Evolution	
	Score	%tile	Score	%tile	Score	%tile	Score	%tile	Score	%tile	Score	%tile	Score	%tile
2012-2013	485	44	486	44	486	44	497	49	466	37	478	41	486	44



(n = 63)

2013-
2014

505 52 489 46 478 41 524 59 448 30 489 46 514 56

(n = 40)

2014-
2015

486 44 486 44 458 34 526 60 456 33 469 38 467 37

(n = 44)

2015-
2016

488 45 490 46 487 45 508 53 471 39 461 35 487 44

(n = 70)

2016-
2017

483 43 488 45 488 45 488 45 471 39 468 37 478 33

(n = 49)

AVG 489.4 45.6 487.8 45.0 479.4 41.8 508.6 53.2 462.4 35.6 473 39.4 486.4 42.8

(n =
266)

Attachments

No items to display.



Modifications and Continuing Improvement to Program Goal 1

Goal/Objective/Outcome Number: Program Goal 1: Cooperative programs (“co-ops”) or experiential internships will be completed by at least 10% of BIOL students during their undergraduate years.

Program Changes and Actions due to Results

Biology majors decreased to 0% participation in internships during the 2016-2017 academic year. We attribute this decrease in participation to the cost associate with the credit hours. Some students participated in internships, but did not take the course. The department will continue to emphasize the importance of internships via faculty announcements and emails sent from the Chair.

Link to Assessment

Link to Flight Plan: Academic Advising, Improve Undergraduate Student Experience



Modifications and Continuing Improvement to Program Goal 2

Goal/Objective/Outcome Number: Program Goal 2: The Department of Biology will increase the incorporation of active-learning strategies in courses offered.

Program Changes and Actions due to Results

Faculty members will continue using their current approach to teaching to including active learning strategies in courses given 95% of Biology faculty members included active learning strategies in their courses during the 2016-2017 academic year. The department plans to assess the percentage of courses using active learning strategies again during in the 2017-2018 academic year.

Link to Assessment

Link to Flight Plan: Improve Undergraduate Student Experience



Modifications and Continuing Improvement to Program Goal 3

Goal/Objective/Outcome Number: Program Goal 3: The Department of Biology will increase undergraduate retention.

Program Changes and Actions due to Results

Even though the fall to spring retention rate for the last academic year was below the university average, over a five year period the Department of Biology has a fall to spring retention rate similar to that of the university. The department underwent a program review during the 2015-2016 academic year and retention was found to be "the envy of any department..." We will continue using our current methods to improve retention given our results.

Link to Assessment

Link to Flight Plan: Freshmen Flight Path



Modifications and Continuing Improvement to Program Goal 4

Goal/Objective/Outcome Number: Program Goal 4: The Department of Biology will make significant progress toward increasing diversity.

Program Changes and Actions due to Results

An ad-hoc committee of faculty members in the Department of Biology was assigned the task of investigating options to increase diversity. Options were presented during the 2016-2017 academic year from which one will be pursued. The department plans to send one faculty member to high schools that have a high minority presence, given available funding. The department is pursuing this in light of program review



comments that indicated we may be at the limit given the demographics the institution draws in general.

Link to Assessment

Link to Flight Plan: Freshmen Flight Path, Academic Advising, Improve Undergraduate Student Experience



Modifications and Continuing Improvement to Student Learning Outcome 1

Goal/Objective/Outcome Number: Student Learning Outcome 1: Undergraduate Biology majors will demonstrate improved critical thinking skills.

Program Changes and Actions due to Results

Faculty report a much higher inclusion of critical thinking skills as a part of their courses than are represented in the IDEA evaluations. There are many other factors in the IDEA evaluations to consider and some of those factors may be considered of greater importance. The greater the number of factors included for evaluation the poorer the score may be and this, in combination with the importance of critical thinking skills relative to the other factors, may preclude inclusion of critical thinking skills and direct assessment via the IDEA evaluation. Faculty will be encouraged to include metrics that reflect the critical thinking skills in their IDEA evaluations for better assessment.

Link to Assessment

Link to Flight Plan: Improve Undergraduate Student Experience



Modifications and Continuing Improvement to Student Learning Outcome 2

Goal/Objective/Outcome Number: Student Learning Outcome 2: Biology majors will participate in extracurricular activities related to their discipline.

Program Changes and Actions due to Results

Historically, the departmental faculty has encouraged participation when advising, in classes, and via flyers announcing opportunities. With such methods approximately 93% of students have engaged in extracurricular activities during their academic career in the Biology degree program. To increase that number, we will continue to make opportunities available by reaching out to students through electronic media (e.g., email) in addition to the currently used methods.

Link to Assessment

Link to Flight Plan: Improve Undergraduate Student Experience



Modifications and Continuing Improvement to Student Learning Outcome 3

Goal/Objective/Outcome Number: Student Learning Outcome 3: All students completing a degree in Biology will use scientific reasoning as codified by the structured process commonly known as the scientific method.

Program Changes and Actions due to Results

The department will assess the instrument used to quantify how well students understand the scientific method. If the faculty deem it necessary to modify the instrument used, appropriate modifications will be made.

Link to Assessment

Link to Flight Plan: Improve Undergraduate Student Experience



Modifications and Continuing Improvement to Student Learning Outcome 4

Goal/Objective/Outcome Number: Student Learning Outcome 4: Biology majors will be able to demonstrate a command of general biology and the general principles in various specific areas of biology.

Program Changes and Actions due to Results

Courses that habitually have lower than average scores will be assessed to determine what can be done to improve retention of knowledge.

Link to Assessment

Link to Flight Plan: Undergraduate Co-Curricular Program, Improve Undergraduate Student Experience



Improvements - Goal 1

Improvements to Assessment Plan

Departmental faculty will continue to build relationships with local and agencies, non-profit organizations, and biology-related businesses to create opportunities for student internships and co-ops. No changes will be made to the assessment plan at this time.



Improvements - Goal 2

Improvements to Assessment Plan



We will continue to monitor the percent of faculty that incorporate active-learning strategies into their courses.

Improvements - Goal 3

Improvements to Assessment Plan

We plan to continue monitoring retention closely in the future and attempt to determine reasons for low retention of our majors if a declining pattern develops.

Improvements - Goal 4

Improvements to Assessment Plan

The Department continually seeks out minority and women students and actively recruits these students into our programs. However, we are questioning the effectiveness of our current efforts in recruiting minority students. We plan to send one faculty member to high schools that have a high minority presence during the 2017-2018 academic year, given available funding, so that we may encourage minority and female students to consider the field of Biology.

Improvements - Student Learning Outcome 1

Improvements to Assessment Plan

Continued monitoring is needed to identify trends and to determine why and what corrective measures are needed to make progress in this area.

Improvements - Student Learning Outcome 2

Improvements to Assessment Plan

We will continue to provide a wide diversity of extracurricular opportunities to all students, and we will increase our level of encouragement to participate.

Improvements - Student Learning Outcome 3

Improvements to Assessment Plan



We will continue to study these results to determine what additional tools can be used to ensure that all students retain an understanding of the scientific method.

 **Improvements - Student Learning Outcome 4**

Improvements to Assessment Plan

We will evaluate area weaknesses, and improve our students' skills in these areas by devoting more time to these topics in our courses. We will also emphasize the importance of these exams because some students perform poorly because they do not take them seriously.