



## Final Annual Report

### Tennessee Tech University

#### President

#### Provost

#### College of Arts and Sciences

#### Biology

#### Biology WFS BS



#### Department of Biology Mission and Definition

**Department/Unit Contact:** Robert Kissell

#### 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 Wildlife and Fisheries Science.



#### Program Goal 1

#### Define Goal

Program Goal 1: Cooperative programs ("co-ops") or experiential internships will be completed by at least 25% of WFS students during their undergraduate years.

#### Intended Outcomes / Objectives

Goal 1 - The goal is to have 25% of Wildlife & Fisheries Science 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.

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

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

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 **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.

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 **Student Learning Outcome 1****Define Goal**

Student Learning Outcome 1: Undergraduate Wildlife and Fisheries Science 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.

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 **Student Learning Outcome 2****Define Goal**

Student Learning Outcome 2: Wildlife and Fisheries Science 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 Wildlife & Fisheries Science majors participate in extracurricular activities related to their discipline.

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 **Student Learning Outcome 3****Define Goal**

Student learning Outcome 3: All students completing a degree in Wildlife and Fisheries Science 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.

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 **Student Learning Outcome 4****Define Goal**



Student Learning Outcome 4: Wildlife and Fisheries Science majors will be able to demonstrate a command of general biology and the general principles in the various areas in natural resources management.

### **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 25% of WFS students during their undergraduate years.

**Type of Tool:** Survey

#### **Rationale**

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.

Graduating seniors are asked to complete a short Senior Questionnaire concerning extracurricular activities at the time they take their major field exam, including an assessment of how valuable they considered the experiences. Our goal is to have at least 25% of all Wildlife and Fisheries Science majors participate in extracurricular activities related to their discipline. 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 25% of Wildlife and Fisheries Science 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) for students within the Biological Sciences.

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:** Annual Unit Report, Peer Assessment

### **Rationale**

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 gleaning such information from these reports. Many departmental faculty members teach both Biology and Wildlife and Fisheries Science courses. Therefore, it is difficult to determine if provided information relates to Wildlife and Fisheries Science courses.

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. All departmental faculty members are expected to receive such pedagogical training during their first 3 years of employment. 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.

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. IDEA reports do not distinguish between Biology and Wildlife and Fisheries Science courses, and many courses are dual-listed.

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. 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. Specifically, our goal is for departmental faculty to select as important or essential teamwork 25%, communication 50%, and critical thinking 50% of the time. 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 will be 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.

The California Critical Thinking Test evaluates students' abilities to critically think based on skills that they have learned in their courses.

**Frequency of Assessment:** Annually

### **Assessment - Goal 3**

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

**Type of Tool:** Annual Unit Report, Graduation 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. These data are compared with those summarized by the National Association of University Fish and Wildlife Programs.

**Frequency of Assessment:** Annually

### **Assessment - Goal 4**

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

**Type of Tool:** Peer Assessment



### Rationale

We use the National Association of University Fish and Wildlife Programs Data to compare the gender and race/ethnicity to other programs in the nation. These reports summarize data compiled from 21 member universities that have fish and wildlife academic programs. Enrollment figures by gender and race/ethnicity are included.

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. These data are compared with those summarized by the National Association of University Fish and Wildlife Programs.

**Frequency of Assessment:** Annually

### Assessment - Student Learning Outcome 1

**Goal/ Outcome/ Objective:** Undergraduate Wildlife and Fisheries Science majors will demonstrate improved critical thinking skills.

**Type of Tool:** Annual Unit Report, Peer Assessment

### Rationale

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. IDEA reports do not distinguish between Biology and Wildlife and Fisheries Science courses, and many courses are dual-listed.

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

**Frequency of Assessment:** Annually

### Assessment - Student Learning Outcome 2

**Goal/ Outcome/ Objective:** Wildlife and Fisheries Science majors will participate in extracurricular activities related to their discipline.

**Type of Tool:** Exit Exam

### Rationale

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.

**Frequency of Assessment:** Annually



## Assessment - Student Learning Outcome 3

**Goal/ Outcome/ Objective:** All students completing a degree in Wildlife and Fisheries Science 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 (Appendix 2) are administered each Fall and Spring semester. Exams developed by the Biology Department 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.

 Appendix 2

**Frequency of Assessment:** Each semester

## Assessment - Student Learning Outcome 4

**Goal/ Outcome/ Objective:** Wildlife and Fisheries Science majors will be able to demonstrate a command of general biology and the general principles in the various areas in natural resources management.

**Type of Tool:**

### **Rationale**

ACAT Major Field Examination are administered each Fall and Spring semester. The ACAT exam breaks subject matter into a number of categories. We can select which categories should be used in evaluating our majors. This option is especially appealing because of the different focus of our program. Selected categories are ecology, vertebrate zoology, vascular botany, and forestry & wildlife. Invertebrate zoology is assessed for fisheries and conservation biology majors only because wildlife majors are not required to take invertebrate zoology.

**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 25% of WFS students during their undergraduate years.





## Results

Internships and cooperative programs remain popular among Wildlife and Fisheries Science majors. Many students consider internships important to their academic development. Until recently, the internship program in the Department of Biology has been directed towards field programs, and we have been surprised that a much lower percentage of WFS students have taken advantage of this opportunity. During the 2016-2017 academic year, 14.3% of WFS students reported participating in internships or cooperative programs. We have been short of our goal of 25% (Table 1) each year.

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

Academic Year	Sample Size (n)	Percent (%)
2012-2013	35	17.1
2013-2014	35	5.7
2014-2015	10	0.0
2015-2016	19	0.0
2016-2017	49	14.3

## Attachments

No items to display.



## Results - Goal 2

**Goal/Objective/Outcome Number:** 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. 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

For the last five years, 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 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)**

CCTST results for Tennessee Tech Wildlife and Fisheries Science majors averaged 15.5 for 2016-2017. The Tennessee Tech average for this timeframe was 16.2 and the national average was 16.2. Based on these results and the variation of the sampling, 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 student retention.

#### Results

#### TECH TRENDS Institutional Research Reports

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 2016, enrollment reached 185 WFS students. Wildlife is still the most popular concentration in the department, representing approximately 64% of all WFS majors. Fisheries and Conservation Biology are equally sought after concentrations with 16% of WFS students in each concentration, respectively.

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

Year	Enrollment – WFS	Retention – Biology Department	Retention – TTU
2012	201	90.4	91.1
2013	205	91.8	91.5
2014	185	87.8	90.6
2015	179	82.1	91.9
2016	185	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** Despite **efforts to increase diversity** (e.g., recruiting trips) to attract minority students, results have not been



satisfactory (Table 8). Only 7 minority students were enrolled in the B.S. WFS program in the 2016-2017 academic year, and there were 62 females enrolled in the program. Discussions with potential minority students have indicated that applied field biology is not an attractive field for most minority students.

Table 8. Percent of Wildlife and Fisheries Science majors as minorities and females.

Year	Minorities (%)	Females (%)
2012	3.0	18.3
2013	3.4	18.5
2014	4.9	23.2
2015	2.8	25.7
2016	3.8	33.5

**National Survey of Student Engagement** NSSE data from 2011 and 2014 indicated that minority students represented 2% to 11% of first year Biology students, and 5% to 10% of Biology seniors, while female students represented 60% to 73% of first year Biology students, and 52% to 62% of Biology seniors. Our data indicate we have about one half the percentage reported in the NSSE results.

**National Association of University Fish and Wildlife Programs Data** Data from the National Association of University Fish and Wildlife Programs for 2010-2011 indicate the same trend as noted in TECH TRENDS, with minorities representing only 8.5% of undergraduate majors. Over the last 5 years, over 50% of all undergraduate Biology majors have been females. In contrast, the percentage females in the WFS B.S. program averaged less than 25% during that same period. In 2016, only 62 of 185 WFS students were female, and currently 187 of 316 Biology majors are female.

#### **Attachments**

No items to display.



#### **Results - Student Learning Outcome 1**

**Goal/Objective/Outcome Number:** Student Learning Outcome 1 - Undergraduate Wildlife and Fisheries Science 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



( $\pm 0.9$ ) to 2.8 ( $\pm 1.0$ ). Mean values for oral communication improved from 2.4 ( $\pm 0.9$ ) to 2.9 ( $\pm 0.9$ ). Mean values for critical thinking improved from 3.1 ( $\pm 0.8$ ) to 3.3 ( $\pm 0.7$ ). NSSE 2014 data for teamwork indicated slightly more autonomy between freshman and senior years for Biology majors: 3.0 ( $\pm 0.7$ ) to 2.9 ( $\pm 0.8$ ), but not statistically different. 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 remain popular among Wildlife and Fisheries Science majors (Program Goal1). Many students consider internships important to their academic development. Until recently, the internship program in the Department of Biology has been directed towards field programs, and we have been surprised at the low percentage of WFS students that have taken advantage of this opportunity. During the 2016-2017 academic year, 14.3% of WFS students reported participating in internships or cooperative programs. We have been short of our goal of 25% (Table 1) each year.

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



Academic Year	Sample Size (n)	Percent (%)
2012-2013	35	17.1
2013-2014	35	5.7
2014-2015	10	0.0
2015-2016	19	0.0
2016-2017	49	14.3

During the past five years, 96.2% of graduating WFS majors indicated that they participated in extracurricular activities while at TTU, and 90% 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., 93.9%) than the NSSE data (Table 2).

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

	2012-2013 (N=35)	2013-2014 (N=35)	2014-2015 (N=10)	2015-2016 (N=19)	2016-2017 (N=49)
Ext-Cur.	95.5%	97.1%	100.0%	94.7%	93.9%
Activities					
Clubs	77.3%	74.3%	60.0%	89.5%	69.4%
Internships	13.6%	5.7%	0.0%	0.0%	14.3%
Sp. Topics	50.0%	31.4%	30.0%	36.8%	51.0%
Sci. Mtg.	27.3%	37.1%	40.0%	42.1%	22.4%
Seminars	95.5%	94.3%	80.0%	89.5%	87.8%
Other	72.7%	68.6%	20.0%	63.2%	40.8%
Positive Contribution	95.5%	88.6%	90.0%	94.7%	89.8%




**Attachments**

No items to display.


**Results - Student Learning Outcome 3**

**Goal/Objective/Outcome Number:** All students completing a degree in Wildlife and Fisheries Science at Tennessee Technological University will have acquired abilities to 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:** Wildlife and Fisheries Science majors will be able to demonstrate a command of general biology and the general principles in the various areas in natural resources management.

### Results

**ACAT Major Field Examination** Senior WFS majors' scores (Table 10) on the ACAT subject exams were generally above national averages for general biology and general principles in the various areas in natural resources management. Scores on the forestry and wildlife subject area have varied from the 47th to 66th percentile over the last five years, and we consider this one of the most important areas of the exam.

Table 10. Results of the ACAT Wildlife and Fisheries Science Exam.

Year & Sample Size	Ecology		Invertebrate Zoology		Vascular Botany		Vertebrate Zoology		Forestry & Wildlife	
	Score	%tile	Score	%tile	Score	%tile	Score	%tile	Score	%tile
2012-2013 (n = 63)	519	58	459	34	507	53	497	49	493	47
2013-2014 (n = 40)	466	37	461	35	545	67	497	49	541	66
2014-2015 (n = 31)	494	48	450	31	518	57	500	50	491	46
2015-2016 (n = 38)	499	49	438	27	533	63	525	60	506	52
2016-2017 (n = 49)	505	52	498	49	538	65	518	57	513	55
AVG (n = 221)	496.6	48.8	461.2	35.2	528.2	61.0	507.4	53.0	508.8	53.2

### 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 25% of WFS students during their undergraduate years.

#### **Program Changes and Actions due to Results**

Participation by Wildlife and Fisheries Sciences majors in internships during the 2016-2017 academic increased to 14.3%. 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 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 student 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 Wildlife and Fisheries Science 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: Wildlife and Fisheries Science 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 94% of students have engaged in extracurricular activities during their academic career in the WFS degree program. To increase that number, we will 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

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## **Modifications and Continuing Improvement to Student Learning Outcome 3**

**Goal/Objective/Outcome Number:** Student learning Outcome 3: All students completing a degree in Wildlife and Fisheries Science 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

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## **Modifications and Continuing Improvement to Student Learning Outcome 4**

**Goal/Objective/Outcome Number:** Student Learning Outcome 4: Wildlife and Fisheries Science majors will be able to demonstrate a command of general biology and the general principles in the various areas in natural resources management.

### **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

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 **Improvements - Goal 1**

**Improvements to Assessment Plan**

Departmental faculty will continue to build relationships with local and regional natural resource 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.

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 **Improvements - Goal 2**

**Improvements to Assessment Plan**

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

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 **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.

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 **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 for the B.S. Wildlife and Fisheries Science degree, and 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.

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 **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.

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 **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.

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 **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.

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 **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.