# Program Assessment Plan

**Program:** M.A.  
**Department:** Biology  
**College/School:** Arts and Sciences  
**Date:** 11-30-2017  
**Primary Assessment Contact:** Dr. Thomas J. Valone

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**Note:** *Each cell in the table below will expand as needed to accommodate your responses.*

<table>
<thead>
<tr>
<th>#</th>
<th>Program Learning Outcomes</th>
<th>Assessment Mapping</th>
<th>Assessment Methods</th>
<th>Use of Assessment Data</th>
</tr>
</thead>
</table>
|   | What do the program faculty expect all students to know, or be able to do, as a result of completing this program? | From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable. | What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed?  
  - *Note: the majority should provide direct, rather than indirect, evidence of achievement.*  
  Please note if a rubric is used and, if so, include it as an appendix to this plan. | How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work?  
How and when will the program evaluate the impact of assessment-informed changes made in previous years? |
| 1 | **Students will be able to critically analyze primary literature articles by evaluating the scientific contributions of peer-reviewed publications in biology**  
  *Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).* | **BIOL 5820 Seminar in CMR**  
**BIOL 5840 Seminar in Ecology & Evol**  
**BIOL 5860 Scientific Communication** | **Written assignments and oral presentations in all of these courses** | Every three years, the Program-level assessment committee will report findings to the faculty. The committee will lead a discussion about how the data can inform changes to the program to improve student learning of the outcome. After a change has been made, we will assess the impact on student learning over the next 3 years. |
| 2 | **Students will be able to effectively communicate scientific ideas**  
  *Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).* | **BIOL 5820 Seminar in CMR**  
**BIOL 5840 Seminar in Ecology & Evol**  
**BIOL 5860 Scientific Communication** | **Written assignments and oral presentations in all of these courses** | Every three years, the Program-level assessment committee will report findings to the faculty. The committee will lead a discussion about how the data can inform changes to the program to improve student learning of the outcome. After a change has been made, we will assess the impact on student learning over the next 3 years. |
### Additional Questions

1. **On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? (It is not recommended to try to assess every outcome every year.)**

   Outcomes 1 and 2 will be assessed every three years because we only have 1-3 M.A. students per year.

2. **Describe how, and the extent to which, program faculty contributed to the development of this plan.**

   The Program-level assessment committee is comprised of 6 faculty members. The outcomes the committee developed were discussed at two faculty meetings and the faculty unanimously approved them.
3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

Every three years, the program-level assessment committee will meet to discuss how the plan is working for these outcomes. Each year the committee reports to the faculty and can recommend changes to the plan.

**IMPORTANT:** Please remember to submit any assessment rubrics (as noted above) along with this report.