

ASSESSMENT ACTIVITY FORM

Dept/Program: Biology, B.S.
Date: May 2006

Chair/Director: J.J. Rowe

Outcome 1: Graduates will be prepared for entry into graduate or health professional school

Measure 1: 50% taking GRE Advanced Test in biology will score at least 50 percentile in subcategories.

Cell/Molecular: -

Organismal: -

Ecology/Evolution: -

Not Achieved: Only one student took the GRE. He/She scored below the 50 percentile in The Cell/Molecular section, but above the 50 percentile in the Organismal and Ecology/Evolution sections.

Measure 2: 50% taking MCAT will score at least 50 percentile on biology section.

Achieved: 7 of 8 did (87.5%)

Measure 3: 50% taking pre-dental exam will score at least 50 percentile.

Not Applicable: No students took the pre-dental exam

Measure 4: 50% taking pre-veterinary exam will score at least 50 percentile.

Not Applicable: No students took the pre-veterinary exam

Average Overall GPA: 3.477

Average GPA in biology: 3.502

Outcome 2: Graduates will be prepared for employment in a field that uses their biological knowledge.

Measure 1: 30% of those seeking employment directly upon graduation will achieve this Goal.

Not Achieved: At the time of graduation, 21 students were seeking employment and only 5 had secured positions (24%). Of the remaining students, 5 had not secured positions (24%) and 11 did not yet know the fate of their applications (52%)

Outcome 3: Graduates will demonstrate interest in and willingness to serve the larger community.

Measure 1: 50% will join Tri-Beta, the Biology Honor and Service Society.

Not Achieved: 9 of 31 did (29%)

Measure 2: 30% will join AED, the Premedical Honor and Service Society.

Achieved: 10 of 31 did (32%)

Measure 3: 20% will join one or more other service organizations.

Achieved: 21 of 31 did (68%)

Measure 4: 70% will join one or more service or extracurricular organization.

Achieved: 23 of 31 did (74%)

Outcome 4: Graduates will demonstrate the ability to conduct research and/or report in detail current research efforts in biology.

Measure 1: 25% will complete BIO 421 or 422 (with a grade of B or better) and present Research at Stander Symposium.

Achieved: 10 of 11 students completed BIO 421 or 422 with a grade of B or better and presented research at Stander Symposium (91%)

Measure 2: 70% will complete BIO 151L and 152L (with a grade of B or better).

Achieved: 26 of 27 respondents did in BIO 151L (96%)

28 of 29 respondents did in BIO 152L (97%). One student did not know his/her grade at the time of the survey.

Remaining students either did not take class or chose not to respond.

Measure 3: 90% will complete seminars BIO 299 and 420 (with a grade of B or better).

Achieved: 29 of 29 respondents did in BIO 299 (100%)

22 of 28 did in BIO 420 (79%); (Six students achieved a B or better in BIO 299 but their grade in BIO 420 was not known at the time of their response to this questionnaire. If each of these students were to get a B or better, then 28 of 28 students (100%) would have gotten a B or better, achieving the goal of at least 90%. One student did not respond for his/her BIO 420 grade.

Measure 4: 50% of graduates will participate in the research program of a faculty member.

Achieved: 16 of 27 respondents did (59%)

Self Evaluations:

For the following statements, students were asked to indicate which choice best fit them.

I am confident that I could succeed in a **graduate program in biology**.

48% strongly agree, 48% agree, 4% neutral, 0% disagree, 0% strongly disagree

I am confident that I could succeed in **health professional school**.

32% strongly agree, 58% agree, 10% neutral, 0% disagree, 0% strongly disagree

I have a good understanding of the basic concepts in **cellular, developmental, and molecular biology**.

26% strongly agree, 65% agree, 0% neutral, 9% disagree, 0% strongly disagree

I have a good understanding of the basic concepts in **genetics**.

39% strongly agree, 52% agree, 6% neutral, 3% disagree, 0% strongly disagree

I have a good understanding of the basic concepts in **organismal physiology**.

26% strongly agree, 58% agree, 16% neutral, 0% disagree, 0% strongly disagree

I have a good understanding of the basic concepts in **ecology**.

42% strongly agree, 52% agree, 3% neutral, 3% disagree, 0% strongly disagree

I have a good understanding of the basic concepts in **plant biology**.

6% strongly agree, 32% agree, 39% neutral, 23% disagree, 0% strongly disagree

I feel that **the career development component of ASI 150, BIO 299, and BIO 420** helped me develop a strong resume.

19% strongly agree, 32% agree, 30% neutral, 19% disagree, 7% strongly disagree

I found the **career seminar program** useful.

10% strongly agree, 61% agree, 23% neutral, 6% disagree, 0% strongly disagree

I found the **Sophomore and Senior Seminars** a useful exercise.

13% strongly agree, 39% agree, 32% neutral, 16% disagree, 0% strongly disagree

I found it easy to join a **faculty member's research** group.

27% strongly agree, 20% agree, 27% neutral, 23% disagree, 3% strongly disagree

20 Students Made Comments:

Course Offering Comments:

- 1 student suggested having a human anatomy lab
- 4 students commented on wanting a greater diversity of classes, specifically more environmental, animal, conservation, ecology, and cell biology classes
- 3 students commented on changing senior seminar and specifically concentrating on biology careers, resume writing, and interviewing skills
- 1 student suggested having more MWF upper level biology classes because he/she felt majority were on TTH
- 1 student suggested going to see professors' labs in ASI
- 1 student suggested that ASI be given to transfer students and students who switch majors

Professors/ Faculty Comments:

- 1 student suggested hiring professors that care about the students, and not just their own research
- 1 student thought professors should give more encouraging, positive comments to students
- 1 student suggested trying to have biology majors and faculty become closer

Laboratory Comments:

No students commented on the laboratory conditions

Research Comments:

- 2 students commented on making research opportunities better known

General Comments:

- 1 student commented on making AED and Tri-Beta better known to freshmen
- 3 students commented on their experience being great overall
- 1 student commented on how a job they found through the biology department as an undergraduate has led to a full-time job after graduation
- 1 student commented on liking the opportunity to TA BIO152 Lab
- 1 student felt there should be a stronger emphasis on what is needed to get into grad school
- 1 student commented on not liking the SC buildings
- 1 student felt students should be advised to take their pre-requisites as early as possible so they can take all the upper level biology courses they would like senior year

Verbatim Comments/ Suggestions from Questionnaires:

- Introducing the Bio and Pre-Med Fraternities to freshmen so they know about them early on and can work to get into them
- Be more clear about how to get involved in research
- I had a good experience with the bio department: Found out about a summer job opportunity as a freshman, worked there for 3 years and now have a full-time job offer
- Happy to have had the opportunity to TA BIO for 152L
- Advise students to take classes that are pre-requisites for upper level classes as early as they can so by senior year they can take whatever they want
- Stronger emphasis on how to get into graduate school and graduate schools' realistic expectations
- Tear down Sherman and Wolhebben Hall. It feels like Siberian Prison. Many times I have felt physically ill in Sherman and Wolhebben because of the aesthetics and general experience in learning while in the buildings. Spending 3+ years in there is not a pleasant experience
- A human anatomy lab
- In senior seminar, add info for personal statements and resumes
- Hire professors that care about the students, and not just their own research
- Make research opportunities at UD better known
- Be sure to provide "intro to the university" type info to students who change to biology later in school. I came in undecided and thus had to learn about the bio department on my own and belatedly
- "Intro to University" class should be a welcoming, comprehensive look at what UD offers and this info should be give to people who transfer in later
- More courses related to animals and environment (conservation)
- Offer more MWF bio courses. It seems like most of my bio classes were TTh, so it was harder to fit them all in my schedule
- You are the best department on campus
- For ASI, instead of just having professors come in maybe also take students to each of their labs so they can see first hand what they do
- Greater diversity of courses offered
- More encouraging, positive comments to students
- More ecology/evolution type classes and seminars
- To become a closer group in terms of majors knowing each other and other faculty members
- Concentrating more on possible biology careers, resume writing, and interviewing skills during senior seminar, since we have already been give seminar sophomore year
- Starting my college career at UD instead of OU
- Provide more courses dealing with molecular/cell biology or get different teachers. I feel I was not adequately prepared to enroll in graduate programs based on my lack of knowledge in these areas
- Nothing. I loved everything
- Change BIO 420- I didn't find it at all useful