Data Collection: Dr. Brian Perry was given the Inquiry and Analysis Rubric in Excel format. He
applied this rubric to a course research project turned in by students near the end of the
course (BIOL 4175) in Spring 2017.
Data Analysis: The results shown in D (Summary of Assessment Results) include all individual
data points (filled black circles). The black horizontal line represents the average. The gray

broader range of courses and instructors. The 17 students we assessed during AY 2016-17
reflects the performance of a single class by a single instructor, and as such does not
necessarily represent all our graduating students in all major options. We are already
working to collect a larger, more meaningful dataset from a broader range of courses and
instructors during AY 2017-18. The assessment of each PLO will involve a data collection,
analyses, description of assessment results and reporting, and the use of assessment results
to inform programmatic improvements. Such improvements will include, if decided by the
department to be necessary, (a) revision of the given PLO assessed, (b) refinement and
implementation of assessment tools, (c) revision and implementation of curriculum and/or
teaching practices to support student achievement of the given PLO, and (d) refinement and
integration of course-specific learning outcomes that are aligned with the given
programmatic PLO.
Each of the transformed options in our semester curricula includes a capstone experience
course that will allow the students to fully develop and demonstrate their mastery of the
PLOs. The transformed semester curricula is designed to begin working on these skills with
our freshmen students and continue their development through our shared core curricula