

1-1-2013

Academic Learning Compact : Biology [Effective 2013]

University of South Florida St. Petersburg.

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Academic Learning Compacts: 2013 – 2014

“... to ensure student achievement in undergraduate and graduate degree programs ...”



Academic Learning Compacts BIOLOGY

2013 – 2014
Due: July 1, 2014

Academic Program-linked College Mission-based Goals/Objectives

In the matrix on the following page, please place an X in the grid that identifies the degree program goals and objectives that align with the institutional mission-based goals/objectives and the College based goals/objectives. These goals/objectives need to be documented in your ALC data.

Academic Learning Compacts: 2013 – 2014

“... to ensure student achievement in undergraduate and graduate degree programs ...”

UNIVERSITY OF SOUTH FLORIDA ST. PETERSBURG GOALS & OBJECTIVES		COLLEGE OF ARTS & SCIENCES GOALS & OBJECTIVES		UNDERGRADUATE PROGRAMS														
				Anthropology	Biology	Criminology	Literature & Writing	Environmental Science (BA)	Graphic Design	Political Science	Psychology	History	I.S.S.	Journalism (BA)				
Academic Performance	Use sustained evidence of SLO's and student achievement for continuous improvement	Initiate and expand graduate programs and develop formal academic ties to other graduate programs within the USF system		X														
	Offer certificate, undergraduate and graduate programs that meet regional needs																	
	Implement and support information and instructional technologies that facilitate effective pedagogies			X														
	Enhance programs that specifically support academic excellence			X														
	Increase student awareness of participating in a global society			X														
Student Engagement	Create a freshman experience that enables students to thrive and move successfully through to graduation	Our students will have critical skills and a broad outlook that will make them engaged and productive citizens Incorporate civic engagement, service learning, and experiential learning into their classes, when appropriate																
	Foster institutional pride and strengthen connections within the campus community			X														
	Enhance opportunities for increased student involvement in curricular and co-curricular activities			X														
Diversity & Inclusion	Insure an inclusive community where differences are respected and valued	Cultivate a vigorous liberal arts culture by recruiting talented diverse students, maintaining small class sizes, and mentoring those students we have. Encourage free discussion, foster critical thinking, demand that our students write, and work across disciplines		X														
	Attract and retain a diverse student population			X														
	Increase the diversity of faculty and staff			X														
Research & Creative Activities	Create a vibrant culture of faculty research and creative scholarship	Make significant and meaningful contributions to ongoing dialogues in our academic fields. We expect our undergraduate and graduate students to engage in research in collaboration with faculty		X														
	Promote and support undergraduate research as a meaningful aspect of campus life			X														
	Enhance and support research and scholarly collaborations with community partners			X														

Academic Learning Compacts: 2013 – 2014

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Signature Page for Academic Program

Academic Program: BIOLOGY

Chair/Coordinator: Melanie Riedinger-Whitmore Date: 9/30/14

Summary Statement – Academic Program Performance in 2013-14

Provide a summary statement about academic program performance over the previous year including high points and low points.

Our students are performing above the level of expectation for most courses that are part of our ALCs. Our program began officially in Fall 2012, so we are still developing new courses and new concentrations in the program. The number of majors, as of Fall 2014, is now at 670 students. We are now the largest major in the College of Arts and Sciences. We’ve found that some of our ALC assignments are not practical to use for large class sizes, so we have streamlined some to focus on 1 or 2 key points. We will likely keep the majority of our ALCs for the next academic year.

Summary Statement – Impact of Changes Made in 2013-14

Provide a summary statement about changes that were made in your program as a result of ongoing assessment in 2013-14 and the positive/negative impact of the changes that were made.

We proposed 1 new concentration, Plant Biology, and a new minor in Biophysics, which will become effective in 2014-2015. These were added in response to student interest. Since our program is only 2 years old, and since we have many majors who were transfer students, we recognize that the data collected for our ALCs might not reflect the experience of our FTIC students for several years. Starting summer 2014, we began a dialogue among the faculty concerning Bio I and Bio II content and topics presented. The topics covered for those courses were at the discretion of the individual faculty instructors, though those teaching the same course shared syllabi and attempted to cover similar content. We recognized, though, that most faculty teaching upper-level courses did not know what specific concepts were taught in the lower-level courses, making it difficult to know whether concepts were being repeated at the same level of detail or in greater depth, or whether some topics were new for students taking 3000 or 4000 level courses. We are working towards having defined concepts and topics for these courses, and to shift from memorization of details to a more conceptual approach. One struggle that we continue to have is the limitation of implementing our ALCs with so few regular faculty members. It is difficult to expect consistency from semester to semester, or year to year, when we have to rely on part-time adjuncts, especially those who do not teach every semester, or the same courses from year to year.

Academic Learning Compacts: 2013 – 2014

“... to ensure student achievement in undergraduate and graduate degree programs ...”

Academic Program: Biology

Person Responsible: Melanie Riedinger-Whitmore, Chairperson, Department of Biological Sciences

Mission of Academic Program (include URL):

The Biology curriculum is designed to introduce students to research methods in the Biological Sciences, and to help them develop critical thinking skills as well as competency in scientific writing and quantitative analysis. A Biology degree prepares students for professional schools (medicine, dentistry, veterinary medicine, pharmacology, physical therapy), graduate programs in the life sciences (botany, animal behavior, cell biology, ecology, zoology, microbiology, marine biology, molecular biology, biomedicine, biotechnology), and other STEM-related fields. Students majoring in Biology complete core course work in cell biology, ecology, evolution, genetics and physiology, and can select elective courses from three areas of emphasis: a) Biomedical Sciences, b) Marine Biology, and c) Ecology and Evolution. Our students can also tailor their elective course choices to satisfy their own academic or research interests. Undergraduate research experience is a capstone requirement for this degree, and students are provided many opportunities to work closely with Biology faculty on field or laboratory-based research projects. Internship opportunities are available for Biology majors through local state and federal government agencies, nonprofit groups, and at biomedical facilities adjacent to the USFSP campus.

<http://www1.usfsp.edu/catalog-undergrad/biology-bio.htm>

List Program Goal(s) / Objective(s):

Program Goals / Objectives must be mapped to College Goals / Objectives – use consistent nomenclature.

[Please note impact of any changes that were made as a result of 2009-10 assessment]

The Biology program began in Fall 2012, and within the first semester attracted over 550 Biology majors. This tremendous growth and student

“... to ensure student achievement in undergraduate and graduate degree programs ...”

response has prompted the faculty of the Department of Biological Sciences to re-evaluate our initial goals and assessment outcomes in response to this great demand. Since we are truly establishing the foundation for this degree, we have decided to base our goals/objectives on the recent American Association for the Advancement of Science “Vision and Change in Undergraduate Biology Education: A Call to Action - Final Report 2011 (<http://visionandchange.org/files/2011/03/Revised-Vision-and-Change-Final-Report.pdf>; <http://visionandchange.org/>; The goals/objectives recommended by AAAS are:

1. Integrate core concepts and competencies throughout the curriculum

Introduce the scientific process to students early, and integrate it into all undergraduate biology courses. Define learning goals so that they focus on teaching students the core concepts, and align assessments so that they assess the students’ understanding of these concepts. Relate abstract concepts in biology to real-world examples on a regular basis, and make biology concepts relevant by presenting problems in a real-life context. Develop lifelong science-learning competencies. Introduce fewer concepts, but present them in greater depth. Stimulate the curiosity students have for learning about the natural world. Demonstrate both the passion scientists have for their discipline and their delight in sharing their understanding of the world with students.

2. Focus on student-centered learning

Engage students as active participants, not passive recipients, in all undergraduate biology courses. Use multiple modes of instruction in addition to the traditional lecture. Ensure that undergraduate biology courses are active, outcome oriented, inquiry driven, and relevant. Facilitate student learning within a cooperative context. Introduce research experiences as an integral component of biology education for all students, regardless of major. Integrate multiple forms of assessment to track student learning. Give students ongoing, frequent, and multiple forms of feedback on their progress. View the assessment of course success as similar to scientific research, centered on the students involved, and apply the assessment data to improve and enhance the learning environment.

3. Promote a campus-wide commitment to change

Mobilize all stakeholders, from students to administrators, to commit to improving the quality of undergraduate biology education. Support the development of a true community of scholars dedicated to advancing the life sciences and the science of teaching. Advocate for increased status, recognition, and rewards for innovation in teaching, student success, and other educational outcomes. Require graduate students in the biological sciences to participate in training in how to teach biology. Provide teaching support and training for all faculty, but especially postdoctoral fellows and early-career faculty, who are in their formative years as teachers.

4. Engage the Biology community in the implementation of change

Promote more concept-oriented undergraduate biology courses, and help all students learn how to integrate facts into conceptual contexts. Ensure that all undergraduates have authentic opportunities to experience the processes, nature, and limits of science. Create active-learning environments for all students, even those in first-year biology courses. Encourage all biologists to move beyond the “depth versus breadth” debate. Less really is more.

Academic Learning Compacts: 2013 – 2014

“... to ensure student achievement in undergraduate and graduate degree programs ...”

ALC GOALS ESTABLISHED FOR DATA COLLECTION: 2013 – 2014

Academic Program: Biology

Person Responsible: Melanie Riedinger-Whitmore

1. Content/Discipline Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
Demonstrate ability to communicate evolutionary processes	PCB 4674 - Organic Evolution: Complete PowerPoint presentation on at least 10 evolutionary processes with at least 10 primary references	90% of students complete a ppt project on at least 10 evolutionary processes with a minimum grade 75%.	94.5% of students completed a PPT presentation with at least 10 evolutionary processes with a minimum grade of 82%.	We plan to change our goal for this senior-level course to: Our undergraduate students will engage in research in collaboration with faculty.
Demonstrate ability to communicate the structure and Function of cell processes and organismal diversity.	Biology I BSC 2010/2010L, Cell Processes: Complete lab reports on at least 3 topics of cell structure	<u>BSC 2010 Bio I</u> : 80% of students complete at least 3 lab reports on essential cell processes with a minimum	<u>BSC 2010/2010L</u> : >80% of students (222/258) completed lab reports with an average grade of at least 75%.	<u>BSC 2010/2010L</u> The format seems to be working well for students. We can try raising the standard to 78% average

Academic Learning Compacts: 2013 – 2014

“... to ensure student achievement in undergraduate and graduate degree programs ...”

	and function. Biology II BSC 2011. Organismal Diversity: - Complete 5 lab reports on at least 8 topics of organismal diversity.	grade of 75% overall. <u>BSC 2011 Bio II</u> : 80% of students complete at least 3 of 5 lab reports with a minimum grade of 75%.	<u>BSC 2011L</u> : 4 lab reports were completed in all labs with 4 of 5 reports from students had a minimum grade of 75%.	<u>BSC 2011L</u> : Strive for 5 lab reports if timing in class allows with the same criteria as 13-14.
Demonstrate ability to analyze genetic sequences and infer evolutionary relationships.	PCB 3063L – Genetics Lab	80% of students complete a lab experiment report on the use of DNA sequence data in phylogenetic reconstruction with a minimum grade of 75%	>80% (61/74) students completed the lab research report with a grade of at least 75%	The metric will be continued.
Demonstrate ability to communicate the function of cell processes.	PCB 3023 – Cell Biology	80% of students complete a summary/synthesis paper of a primary or secondary literature article on energy transformation with a minimum grade of 75%	Not assessed in 2013-2014	Metric will be assessed in coming year.
Demonstrate the ability to apply concepts from other sciences to interpret biological phenomena.	PCB 3043 – Principles of Ecology: Present seminar describing the historical development of an ecological hypothesis, and methods used to examine hypothesis.	80% of students complete presentation with a minimum grade of 75%	100% of the students successfully completed a presentation with a grade of 75% or above.	We are changing this to a written assignment, rather than a presentation due to the increased class size. Students will be writing essays in response to readings that address interdisciplinary issues. We will use the same criteria for success: 80% with a grade of 75% or higher.

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

2. Communication Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
Demonstrate ability to accurately; clearly and succinctly communicate scientific concepts, interpretations and conclusions	Marine Biology Seminar and Biology Senior Seminar Complete comprehensive	80% of students complete “clarity audit” with a minimum grade of 75%	<u>Marine Biology Seminar</u> : 87% of the students completed the “clarity audit”	<u>Marine Biology Seminar</u> : Strive for same goals as 2013-2014.

Academic Learning Compacts: 2013 – 2014

“... to ensure student achievement in undergraduate and graduate degree programs ...”

to scientific peers.	“clarity audit” of scientific paper: assess sentence structure, word choice, grammar and style.		with a grade higher than 75%	
			<u>Biology Senior Seminar:</u> 100% of the students were able to complete this assignment with a grade of 75 or higher. (note, class size was small, mixed population of sophomores, juniors and seniors.. with mixed preparation in Biology).	<u>Biology Senior Seminar:</u> Students will continue to prepare summaries of scientific readings for the upcoming year that are evaluated for content and understanding of scientific principles. Advise completion of most core requirements before students take this course.

3. Critical Thinking Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
Ability to apply the process of science: Design scientific process to understand living systems	BSC 2010-Biology I, BSC 2011 – Biology II, PCB 3063-Genetics, PCB 3023-Cell Biology, PCB 3043-Principles of Ecology BSC 4910 – Undergraduate Research Laboratory experiments, and lab reports	<u>BSC 2010L/BCS 2011L:</u> 80% of students complete 3 lab reports which apply scientific principles of hypothesis testing and model primary science literature format and style with a minimum grade of 75%. <u>PCB 3043- Principles of Ecology:</u> students had to design an ecological research project and present a poster presentation with the results of the project.	<u>BSC 2010L Biology I:</u> >80% of students (222/258) completed lab reports with an average grade of at least 75%. <u>BSC 2011L Biology II:</u> Goal was met for 2013-14. 95% of students completed the criteria for lab report completion. <u>PCB 3043- Principles of Ecology:</u> Students met criteria > 80% earned a C or higher.	<u>BSC 2010L Biology I:</u> Strive for same goals as 2013-14. <u>BSC 2011L Biology II:</u> The format seems to be working well for students. We can try raising the standard to 78% average. <u>PCB 3043- Principles of Ecology:</u> We won't use this for the quantitative reasoning ALC, but will for the process of science. We will be providing more structure to the assignment, and adding more time in class for students to collect data and receive help in project design.

Academic Learning Compacts: 2013 – 2014

“... to ensure student achievement in undergraduate and graduate degree programs ...”

<p>Ability to use quantitative reasoning: Apply quantitative analysis to Interpret biological data</p>	<p>BSC 2010-Biology I, BSC 2011 – Biology II, PCB 3063-Genetics, PCB 3023-Cell Biology, PCB 3043-Principles of Ecology, BSC 4910 – Undergraduate Research Laboratory experiments, and lab reports</p>	<p><u>BSC 2011 Biology II:</u> 80% of students complete assignments with a minimum grade of 75%.</p> <p><u>PCB 3043L Principles of Ecology:</u> 80% of students will complete an ecological research project with a 75% or above.</p>	<p><u>BSC 2011 Biology II:</u> Lecture quizzes: This criterion was met.</p> <p><u>PCB 3043L Principles of Ecology:</u> Students met criteria > 80% earned a C or higher.</p>	<p><u>BSC 2011 Biology II:</u> Strive for same goals as 13-14.</p> <p><u>PCB 3043L Principles of Ecology:</u> We won't use this for the quantitative reasoning ALC, but will for the process of science. We will be providing more structure to the assignment, and adding more time in class for students to collect data and receive help in project design.</p>
<p>Ability to use modeling and simulation: Use mathematical modeling and simulation tools to describe living systems</p>	<p>PCB 3043-Principles of Ecology Use ecological simulations to model predator/prey and competition experiments, and Interpret data collected.</p>	<p>80% of students complete assignments with a minimum grade of 75%</p>	<p>Students met criteria (80% with grades above 75%) for lab assignment; but students had much difficulty navigating models, though they understood model outputs.</p>	<p>Streamline assignment, focusing on one key model, rather than having students try to learn/run multiple ones. Use same criteria.</p>
<p>Ability to understand the relationship between science and society: Identify social and historical dimensions of biology practice</p>	<p>BSC 2010 – Biology I, BSC 2011-Biology II, PCB 4674 – Organic Evolution Completion of examination questions, lab exercises, and homework assignments.</p>	<p><u>BSC 2011 Biology II:</u> 90% of students will turn in reaction paper regarding biological conservation and receive at least an 80%.</p> <p><u>PCB 4674 Organic Evolution:</u> 1. 90% of students were to complete 10 research summaries describing evolution from 10 perspectives with a grade of 75% or greater: biological, moral-ethical, religious, historical, geographical, political, socio-economical,</p>	<p><u>BSC 2011 Biology II:</u> Goal was met for this criterion.</p> <p><u>PCB 4674 Organic Evolution:</u> 1. Organic Evolution: 95.5% (42/44) of students completed 10 research summaries with a mean grade of 92%.</p>	<p><u>BSC 2011 Biology II:</u> Strive for same goals as 2013-14.</p> <p><u>PCB 4674 Organic Evolution:</u> Strive for same goals as 2013-14.</p>

Academic Learning Compacts: 2013 – 2014

“... to ensure student achievement in undergraduate and graduate degree programs ...”

	<p><u>MMC 2110 Science Communication</u>: In this assignment students will critique an actual scientific paper written by another student. They will then share edited paper with student.</p>	<p>gender, racial, other (their choice).</p> <p>2. 90% of students were to complete an original research project with poster in maternal investments in an animal of their choice with a grade of 75% or greater.</p> <p><u>MMC 2110 Science Communication</u>: Students who score at least 90 percent on this assignment will be deemed successful.</p>	<p>2. 95.5% of students completed a research poster (and presented at the USFSP research symposium) with a mean grade of 88%.</p> <p><u>MMC 2110 Science Communication</u>: Sixty percent of students scored 90 percent or higher on this critical assignment.</p>	<p><u>MMC 2110 Science Communication</u>: This is by far the most effective tool I have yet used for measuring outcomes for this course. The challenge will be to have original papers available during the assignment period when the course is taught.</p>
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4. Civic Engagement

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
Participate in group activities, community outreach	Active membership in Computational Biology Club, USFSP Student Chapter of the Botanical Society of America, Premed Club, Marine Adventures Club and other Biology-based student organizations.	50% of Biology majors will participate in a formal Biology student organization and complete at least one service/outreach event per year. Dept will create a list of acceptable projects.	<u>MAC</u> : not high in activity throughout year. Organic reports 90 active members but only 10 showed for any activity.	<u>MAC</u> : Revamp board, statutes, and activities to increase enrollment.

5. Multiculturalism / Diversity

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
Promote and support diversity within the Biology Program through Biology courses.	BSC xxxx: Bioethics course	80% of the students will lead a discussion related to diversity through a biological topic discussion paper that	This course was not offered during the academic year.	We will be evaluating adding a diversity component to our senior seminar capstone course.

Academic Learning Compacts: 2013 – 2014

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		they present.		



Academic Learning Compacts: 2013 – 2014

“... to ensure student achievement in undergraduate and graduate degree programs ...”

Academic Program: Biology

Person Responsible: Melanie Riedinger-Whitmore, Chairperson, Department of Biological Sciences

1. Content/Discipline Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2015-16
Demonstrate ability to communicate evolutionary processes	PCB 4674 - Organic Evolution: Original research on appropriate evolution topic.	90% of students complete a research project with a minimum grade of 75%.		
Demonstrate ability to communicate the structure and Function of cell processes and organismal diversity	Biology I BSC 2010/2010L, Cell Processes: Complete lab reports on at least 3 topics of cell structure and function. Biology II BSC 2011. Organismal Diversity: - Complete 5 lab reports on at least 8 topics of organismal diversity.	<u>BSC 2010 Bio I:</u> 80% of students complete at least 3 lab reports on essential cell processes with a minimum grade of 78% overall. <u>BSC 2011 Bio II:</u> 80% of students complete at least 3 of 5 lab reports with a minimum grade of 78%.		
Demonstrate ability to analyze genetic sequences and infer evolutionary relationships.	PCB 3063L – Genetics Lab	80% of students complete a lab experiment report on the use of DNA sequence data in phylogenetic reconstruction with a minimum grade of 75%		
Demonstrate ability to communicate the function of cell processes.	PCB 3023 – Cell Biology	80% of students complete a summary/synthesis paper of a primary or secondary literature article on energy transformation with a minimum grade of 75%		
Demonstrate the ability to apply concepts from other sciences to interpret biological phenomena.	PCB 3043 – Principles of Ecology. Students will be writing essays in response to	80% of students complete a written assignment with a minimum grade of 75%		

Academic Learning Compacts: 2013 – 2014

“... to ensure student achievement in undergraduate and graduate degree programs ...”

	readings that address interdisciplinary issues.			
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*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

2. Communication Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2015-16
Demonstrate ability to accurately; clearly and succinctly communicate scientific concepts, interpretations and conclusions to scientific peers.	Marine Biology Seminar and Biology Senior Seminar Complete comprehensive “clarity audit” of scientific paper: assess sentence structure, word choice, grammar and style.	80% of students complete “clarity audit” with a minimum grade of 75%		

3. Critical Thinking Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2015-16
Ability to apply the process of science: Design scientific process to understand living systems	BSC 2010-Biology I, BSC 2011 – Biology II, PCB 3063-Genetics, PCB 3023-Cell Biology, PCB 3043-Principles of Ecology BSC 4910 – Undergraduate Research Laboratory experiments, and lab reports	<u>BSC 2010L/BCS 2011L</u> : 80% of students complete 3 lab reports which apply scientific principles of hypothesis testing and model primary science literature format and style with a minimum grade of 75%. <u>PCB 3043- Principles of Ecology</u> : students had to design an ecological research project and present a poster presentation with the results of the project.		

Academic Learning Compacts: 2013 – 2014

“... to ensure student achievement in undergraduate and graduate degree programs ...”

Ability to use quantitative reasoning: Apply quantitative analysis to Interpret biological data	BSC 2010-Biology I, BSC 2011 – Biology II, PCB 3063-Genetics, PCB 3023-Cell Biology,	<u>BSC 2011 Biology II:</u> 80% of students complete assignments with a minimum grade of 75%.	<u>BSC 2011 Biology II:</u> Lecture quizzes: This criterion was met.	
Ability to use modeling and simulation: Use mathematical modeling and simulation tools to describe living systems	PCB 3043-Principles of Ecology Use ecological simulations to model predator/prey and competition experiments, and Interpret data collected.	80% of students complete assignments with a minimum grade of 75%		
Ability to understand the relationship between science and society: Identify social and historical dimensions of biology practice	BSC 2010 – Biology I, BSC 2011-Biology II, PCB 4674 – Organic Evolution Completion of examination questions, lab exercises, and homework assignments.	<u>BSC 2011 Biology II:</u> 90% of students will turn in reaction paper regarding biological conservation and receive at least an 80%. <u>PCB 4674 Organic Evolution:</u> 3. 90% of students were to complete 10 research summaries describing evolution from 10 perspectives with a grade of 75% or greater: biological, moral-ethical, religious, historical, geographical, political, socio-economical, gender, racial, other (their choice). 4. 90% of students were to complete an original research project with poster in maternal investments in an animal of their choice with a grade of 75% or greater.		

Academic Learning Compacts: 2013 – 2014

“... to ensure student achievement in undergraduate and graduate degree programs ...”

	<u>MMC 2110 Science Communication</u> : In this assignment students will critique an actual scientific paper written by another student. They will then share edited paper with student.	<u>MMC 2110 Science Communication</u> : Students who score at least 90 percent on this assignment will be deemed successful.		
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4. Civic Engagement

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2015-16
Participate in group activities, community outreach	Active membership in Computational Biology Club, USFSP Student Chapter of the Botanical Society of America, Premed Club, Marine Adventures Club and other Biology-based student organizations.	50% of Biology majors will participate in a formal Biology student organization and complete at least one service/outreach event per year. Dept will create a list of acceptable projects.		

5. Multiculturalism / Diversity

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2015-16
Promote and support diversity within the Biology Program through Biology courses.	Senior seminar in Biology – writing/discussion assignment on diversity and science	80% of the students will lead a discussion related to diversity through a biological topic discussion paper that they present.		

Academic Learning Compacts: 2013 – 2014

“... to ensure student achievement in undergraduate and graduate degree programs ...”

Academic Learning Compacts: 2013 – 2014

“... to ensure student achievement in undergraduate and graduate degree programs ...”

Attachment 1 USF St. Petersburg Strategic Goals and Objectives, 2009-2013

1 – Academic Performance

Support and enhance programs that prepare students to be knowledgeable, reflective and engaged citizen scholars

- 1.1 Use sustained evidence of student learning outcomes and student achievement for continuous improvement
- 1.2 Offer certificate, undergraduate, and graduate programs that meet regional needs
- 1.3 Implement and support information and instructional technologies that facilitate effective pedagogies
- 1.4 Enhance programs that specifically support academic excellence
- 1.5 Increase student awareness of participating in a global society

2 – Student Engagement

Enhance learning and achievement and promote retention through active engagement in curricular and co-curricular programs

- 2.1 Create a freshman experience that enables students to thrive and move successfully through to graduation
- 2.2 Foster institutional pride and strengthen connections within the campus community
- 2.3 Enhance opportunities for increased student involvement in curricular and co-curricular activities

3 – Diversity and Inclusion

Create a vibrant, inviting, and enriching university community that values and respects all individuals and whose students, faculty, and staff represent the diversity of its region

- 3.1 Ensure an inclusive community where differences are respected and valued
- 3.2 Attract and retain a diverse student population
- 3.3 Increase the diversity of faculty and staff

4 – Research and Creative Activities

Encourage faculty research and creative activities, and engage students in local, national and international scholarship

- 4.1 Create a vibrant culture of faculty research and creative scholarship
- 4.2 Promote and support undergraduate research as a meaningful aspect of campus life
- 4.3 Enhance and support research and scholarly collaborations with community partners

5 – Environmental Stewardship

Foster stewardship of the environment and embody the values of sustainability

- 5.1 Enhance sustainability through energy conservation and recycling
- 5.2 Create a community that champions environmental awareness and sustainable living

6 – Administrative and Financial Stewardship

Enhance revenue, provide effective and efficient financial management, and ensure institutional sustainability

- 6.1 Create and obtain funding streams to support short and long term initiatives
- 6.2 Increase private and corporate funding
- 6.3 Strengthen academic infrastructure of the university to ensure the proper alignment of instruction, services, and student life
- 6.4 Strengthen institutional infrastructure for the recruitment and retention of faculty and staff
- 6.5 Evaluate and improve facilities and processes that foster services to faculty, students, staff, and the community