

College of Letters and Science  
Annual Survey and Report of Departmental Assessment Practices

Please return to: Associate Dean Herbert Wang by May 25, 2001  
c/o Associate Academic Planner Elaine Klein  
307 E. South Hall, 1055 Bascom Mall, Madison WI 53706

Department Name: Biology Core Curriculum

I. Assessment Plan

- Q1. The department has an assessment plan for the undergraduate program.  Y  N
- Q2. The department has an assessment plan for the graduate program. NA  Y  N
- Q3. The assessment plan/s is/are linked to the departmental mission.  Y  N

Please identify the types of tools in the assessment plan(s); if possible, indicate the academic years in which they have been or are intended to be employed:

Tools used to directly assess student learning:	Undergraduate Program	Graduate Program
National Exams		
Local Exams	1996-2001	
Capstone Courses	1996-2001	
Embedded Testing		
Student Portfolios		
Theses, Dissertations		
Performance Evaluations		
Pre & Post Testing		
Tools used to indirectly assess student learning:	Undergraduate Program	Graduate Program
Student Surveys	1996-2001	
Exit Interviews	as group 1996-2001.	
Alumni Surveys		
Employer Surveys		
External Reviews		

Q5. Of the tools used to directly assess student learning, which provide the most useful information?  
Performance on team worksheets and individual exams in capstone course (Biocore 333)

Q6. Of the tools used to directly assess student learning, which provide the least useful information?  
\_\_\_\_\_

Q7. Of the tools used to indirectly assess student learning, which provide the most useful information?  
Written survey and group discussion during final class meeting after 4 semesters (Biocore 333).

Q8. Of the tools used to indirectly assess student learning, which provide the least useful information?  
\_\_\_\_\_

Q9. Please elaborate on any of the responses given above (please attach additional pages as needed).  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## II. Assessment Processes

Q10. Responsibility for assessment has been assumed by  an individual  
 a committee

If responsibility is delegated to an individual, this person is:

the chair / tenured faculty / untenured faculty / academic staff / short term staff / other: \_\_\_\_\_  
director

If responsibility is delegated to a committee, this group is:

Specialy constituted to address assessment of student learning	Y	N
Part of the Curriculum Committee	Y	N
Part of the Executive Committee	Y	N
Part of the Undergraduate/Graduate Education Committee	Y	N
Other: _____		

Q11. The department has requested funds from the University Assessment Council (UAC) to help the department assess student learning. Y  N

If "yes", did the UAC award the department funds? Y N

Were those funds useful? Y N

Q12. The department has sought professional assistance to conduct assessment. Y N

If "yes", from whom has the department has sought professional assistance? (For example, the LEAD Center, the Office of Quality Improvement, the UW Survey Center, etc.)

The office of Quality Improvement provided extremely helpful guidance with focus groups and also summarized the results. (2000 only)

## III. Additional Information

Please attach any assessment reports you may have submitted to the University Assessment Council in compliance with the UAC's funding support requests.

In the interest of streamlining our requests for assessment information, please identify an assessment contact person: Ann Burgess, Director of Biocore

Do you have any suggestions for workshops or learning opportunities in the area of student outcomes assessment?

It is extremely difficult to measure long term learning. The best assessment that I know about is the LEAD Center's assessment of chemistry 110 taught in 2 ways. Each student was interviewed by a faculty member. However, this was very expensive and way beyond the resources available to most of us.

Please return this form to the Associate Dean's Office by May 25, 2001.

Thank you for taking time to complete this report.  
Is there a way that instructors in subsequent courses could assess how well prepared students are?  
Ann Burgess 5/19/01