PROGRAM ASSESSMENT PLAN
UNDERGRADUATE MAJOR IN ZOOLOGY

Standing Evaluation Process
2003-2006

Assessment Committee: Jaime Reich – Chair
Instructional Programs Committee

1. PROGRAM OBJECTIVES

The Department of Zoology at the University of Wisconsin – Madison seeks to provide a liberal arts environment within the College of Letters and Science in which undergraduates may choose to study a wide range of topics in the biological sciences.

Unique Characteristics of the Zoology Major:

- Broad, integrated training in biology
- Focus on basic principles and processes of biology
- Flexibility to tailor course planning, with advising, to the individual student's goals
- Wide range of opportunities for senior thesis and other independent research

Expected Student Outcomes:

Resulting from the completion of an undergraduate major in zoology, student outcomes are expected to include:

(1) a basic understanding of genetic, cellular, physiological, ecological, and evolutionary principles that fosters appreciation of the diversity of life;
(2) a solid foundation in related disciplines of chemistry, physics, and mathematics;
(3) the understanding of how scientific information is obtained and evaluated; and
(4) understanding its application to societal issues;
(5) the ability to engage in scientific inquiry using quantitative problem solving, critical thinking, and conceptual skills;
(6) the ability to plan and execute zoological experiments;
(7) skills to effectively communicate scientific information through oral presentations and written reports; and
(8) an understanding of biological complexity and the interrelationship of humans and natural systems.
(9) The final outcome is that recipients of a baccalaureate degree and major in zoology will achieve either an entry-level professional position, admission to a professional school, or admission to graduate school for advanced study.

2. ASSESSMENT METHODS

Method	Description	Timeline completed	Person(s) Responsible	Objectives Addressed	Findings reported to:
Course and Instructor Evaluation Reports/ Statements of Instructional Improvement	Summarize quantitative and qualitative data from student feedback and consider as a whole. Follow-up with annual reporting of Instructional Improvements	Following each term Each term	Birge Receptionist	1,3,4,5	Department Faculty, Instructional Programs Committee, Department Chair, Assoc. Dean of Life Sciences, Assessment Council, Associated Students of Madison
Exit Interview	Survey of graduating seniors about their experience, preparation, and plans.	Following each term First run: Spring 05 Fall 05	Student Services Coordinator	1,2,3,4,5,6,7,8, 9	Department Faculty, Instructional Programs Committee, Department Chair, Assoc. Dean of Life Sciences, Assessment Council, Web Page
Long-Term Alumni Study	Survey of alumni regarding their experience and preparation in the major at 1, 3, and 5 years post-graduation	Summer 3 yr first run: Spr 04, Spr 06	Student Services Coordinator	1,2,3,4,5,6,7,8, 9	Department Faculty, Instructional Programs Committee, Department Chair, Assoc. Dean of Life Sciences, Assessment Council, Web Page
DARS Review	Review DARS reports of graduating seniors for coherence of program	Fall or Spring each year yearly	Student Services Coordinator	1	Department Faculty, Instructional Programs Committee, Department Chair, Assoc. Dean of Life Sciences, Assessment Council, Web Page
Newsletter	Including a tear-out alumni survey based on one or more objectives	Winter break none	Student Services Coordinator	Varies	Department Faculty, Instructional Programs Committee, Department Chair, Assoc. Dean of Life Sciences, Assessment Council, Web Page

2A. RELATED ACTIVITIES

Additional Undergraduate Assessment Activities:

Tracking

Utilizing University student records databases allows us to compile reports about quantity and distribution of program participants, including demographic and academic descriptors, such as gender, age, class standing, gpa, student-athlete status, and more.

Maintaining records of who is participating in our programs can have important implications for policy, practice, and outreach.

Course Enrollment Monitoring

Monitoring course enrollment trends including course fill rates, drop patterns, and low enrollment assists in planning, resource allocation, and advising.

3. NEXT STEPS

Instructional Programs Committee review of yearly assessment exercise, May 2, 2006.

- Committee Task is to come up with one actionable item from assessment data, or identify where further inquiry is needed.

Review assessment plans and make updates for next 3 year increment.

4. DEVELOPMENT NEEDS AND FUTURE DIRECTIONS

- Incorporate a new method of collecting instructor feedback regarding student learning:
  - Each course must come up with specific goal statements that align with measurable department goals/objectives
  - Each instructor reports on student learning by completing the following table as part of annual assessment and merit exercise

List Goal	Course #101	102	151	Etc
Course goal 1				
Course goal 2				
Course goal 3				

Indicate: Level Taught (TH, TM, TL) or leave blank
Level Assessed (AH, AM, AL)
Student Learning level (LH, LM, LL)

Ask: What strengths/weaknesses do you see in students in your course?
(then IP look for patterns/consider within larger picture)

- Develop a new survey for upcoming Newsletter
- Develop a 5 year out survey for online implementation and mail
- Discuss how often to implement Long Term Study
- Review, revise, and update assessment plan as needed.