

Assessment of Student Learning Plan (ASLP): Natural & Applied Sciences

2014-15 Academic Year

A. College, Department/Program, Date

College Lewiston Auburn College
Department/Program Natural and Applied Sciences
Date May 11, 2015

B. Contact Person for the Assessment Plan

Name and title Ira A. Levine, Professor and Faculty Chair

C. Degree Program

Name of Degree Program B.A. in Natural and Applied Sciences

D. Assessment of Student Learning in Your Program

Step 1: Identify Student Learning Outcomes (What are students able to do by the end of your program?)

a. NAS Student Outcomes

1. Effective written and oral communication skills
2. Reflective and analytical critical thinking skills
3. Cooperative learning and decision-making skills
4. Multimodal information literacy and evaluation skills
5. Acquisition and construction of specific content knowledge
6. Ability to apply theory to practical problem-solving situations
7. Passion for independent thinking and lifelong learning
8. Awareness of and appreciation for diversity of opinions, perspectives, and species

b. NAS Assessed Student Outcomes

Outcomes 1 and 5 were assessed.

Step 2: How and When were the Learning Outcomes assessed?

- c. Briefly describe the assessment tools, measures, or forms of evidence that were utilized to demonstrate students' accomplishment of the learning outcomes selected.
- d. Briefly describe when and how you implemented the assessment activity.

Course	1. Effective comm	5. Content Know
	I = Introduce R = Reinforce M = Mastery	
CHY 103/104 Org. & Biochem with Lab	I	I
GEO "Any GIS Course"	R	R
LCC 150D Statistics	R	I
MAT 108 College Algebra	I	M
SCI 105K/106K Biol. Principles I with Lab	I	I
SCI 107 Biological Principles II	I	I
SCI 113 Principles of Chemistry I	I	R
SCI 114 Laboratory Techniques I	I	R
SCI 115 Principles of Chemistry II	I	R
SCI 116 Laboratory Techniques II	I	R
SCI 170K/171K Human A & P I with Lab	I	M
SCI 172/173 Human A & P II with Lab	I	M
SCI 209 Human Genetics	R	R
LCC 230K ESP & Sustainability with Lab	R	R
SCI 252 Medical Microbiology with Lab	R	R
SCI 300 Writing in the Discipline	M	M
SCI 305 Molecular Physiology with Lab	M	M
SCI 315 Environmental Health with Lab	R	R
SCI 340 Applied Botany	M	M
SCI 355 Ecology	M	M
SCI 360 Environmental Issues	R	R
SCI 365 Marine and Coastal Biology	M	M
SCI 380 Pathophysiology I	R	M
SCI 381 Pathophysiology II	R	M
SCI 421 Natural Resources Policy	M	M

Step 3: Process of Using the Assessment results to Improve Student Learning

- a. Briefly describe your unit's process of reviewing the program assessment results, and how you expect to improve student learning.

Student learning outcomes were redeveloped across the NAS curriculum and the above spreadsheet was developed for each of the 8 major learning outcomes.

Academic Offerings were scheduled for a four year sequence cycle to support the timely completion of the major by our students and provide flexibility to student academic planning.

The sequence of course offerings were analyzed and reshuffled and prerequisites were coordinated between the USM course catalog and the USM LAC NAS advising sheets.

E. Other Course Assessment Activities:

N/A

F. Are there “community engagement” activities integrated in your departmental curriculum?

- a. Please indicate which of the components, listed below, are included in your program's curriculum, and then indicate if the activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>
Student Research (related to a community-based problem)	I	O
Student-Faculty Community Research Project	I	O
Internship, or a Field Experience	I	R
Independent Study (community-related project)	I	O
Capstone Course (community-related project)	I	R
Service-Learning (a component of a course)	I	O
Study Abroad, or an International Program	N.I.	
Interdisciplinary Collaborative Project (community related)	I	O
Student Leadership Activities (related to a team project)	I	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	I	O

b. Please list the courses (i.e. EDU 400) that have a “community engagement” activity in your program:

Entry-level courses: SCI 105/106, 107

Mid-level courses: LCC 230

Upper-level courses: SCI 355, SCI 360