







and connect them to their community. This course related research allows them to connect to their community and potentially increase their identities as scientists. Students have opportunities to volunteer and engage with UAA Brain Bee, UAA Stem Day, and community engaged projects. BIOL A465 prepares students for UR.

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*(500 characters or less)*

BIOL A413, Neurophysiology, students have opportunities to engage in community learning projects that directly impact K-12 students in STEM in addition they have near-peer opportunities.

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*(500 characters or less)*

In an effort to promote community engagement and professional excellence at the same time, we feel that it would be worth exploring community based CURE (Course Based Undergraduate Research Experiences) development in our lower division lab courses. Our Experiential Learning courses already offer inquiry based research experiences adding the community component would provide students an opportunity to give back while learning.

*Example: Communicate effectively in a variety of contexts and formats Exceeded faculty expectations.*

Apply the process of science and construct knowledge through observations, experimentation, quantitative reasoning, and hypothesis testing.



upper division ELs. In addition we collected IR grade data and demographics for these courses. We continue to collect ETS data (not assessed this year because of the PSLO). On October 1 we presented a draft of our findings at a faculty meeting for discussion.

*(750 characters or less)*

Assessment of BIOL\_A243 and BIOL\_A273 courses used AY 20/21 IR grade data as baseline understanding of achievement of PSLO (92.5% pass, 86% A or B). Assessment artefacts were graded independently by the committee with a rubric to assess achievement of PSLO#2 for experiential learning BIOL\_A243, 273, and 4 upper division courses (311, 342, 442, and 465). Assessment



## Degree requirement changes

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Metric	Definition	Rationale
JUNIOR GRADUATION RATE - BACCALAUREATE	The percentage of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits). <i>T T R</i>  <i>T</i>	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and	



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The current undergraduate research opportunities in the department provide students with valuable experiences; the department is encouraged to build upon these research experiences in order to make them available for more undergraduate students.

It is recommended that all programs review their Program Assessment Plan to ensure clear inclusion of the new UAA Core Competencies and in particular to address the closing of any equity gaps in the program.