

## AY20 Academic Program Improvement Report: Civic Engagement

### BIOLOGY

S20 BIOL 320

N = 14

**AY19 Recommendation for Improvement:** The program should follow through on the suggestion above to include more reflective questions in class discussion in order to enhance student performance in the second criterion, “Applies scientific inquiry to conservation activities.” In addition, the program should address the problem of cursory student performance in civic engagement assignments by adding point values to those assignments. The approach should be reviewed at the program level. The AY20 CE Improvement Plan should report on the results of these efforts and provide data on a course where the improvements have been operationalized.

**Improvements** (briefly describe improvements made based on the recommendation above): Due to Covid-19, I was unable to have my class do their Civic Engagement Project this year. The source of our project, the Ladd Marsh Bird Festival, was cancelled. Also, most of my students had left the area and with social distancing, I felt it was not safe to have the students engage in any public project.

My Civic Engagement assessment would have been based on the activities the students performed at the Ladd Marsh Bird Festival at Ladd Marsh Wildlife Area. My Ornithology students usually teach children 5-11 year old kids activates for them to earn their Junior Birder Badge. The activities included: how to used binoculars, how to use a field guide, what do birds eat based on their beaks, what habitat do birds live in, parts of a birds, and bird songs.

**Program Civic Engagement Verticality** (briefly describe how Civic Engagement is reinforced in the program curriculum & co-curriculum, e.g. club activities):

All Biology students take BIOL 211 lab and CHEM 206 lab, which has a Civic Engagement component. Students first visit Ladd Marsh during their first Fall term and return Spring term to preform water chemistry analysis on the ponds they sampled macroinvertebrates in BIOL 211 lab Ecological concentration students take BIOL 320 (Ornithology) and BIOL 415 (Forest Ecology) which each have a Civic Engagement component. In Ornithology, the students work at the Ladd Marsh Bird Festival assisting children in receiving their Junior Birder Badge. In Forest Ecology, students assess Pileated Woodpecker use of snags at MERA.

**Faculty Review** (Have the results of these improvements been reviewed by program faculty?): The BIOL/BOT Civic Engagement rubric has been shared with program faculty, who may adopt it for other courses, especially the BIOL 211 Labs. Here is the rubric:

**CIVIC ENGAGEMENT:**

Students will learn to engage in and apply scientific inquiry to conservation activities that involve the wider regional community.

**Tabulation Sheet**

Criteria	Proficient - 3	Adequate - 2	Developing - 1
Engages in conservation activities involving the wider regional community.	n for this level = % of total n=	n for this level = % of total n=	n for this level = % of total n=
Applies scientific inquiry to conservation activities.	n for this level = % of total n=	n for this level = % of total n=	n for this level = 0 % of total n=
Effectively evaluates research & field experience to explore and analyze field experiences.	n for this level = % of total n=	n for this level = % of total n=	n for this level = % of total n=
Evaluates critically research & field experience to suggest sound approaches to conservation.	n for this level = % of total n=	n for this level = % of total n=	n for this level = % of total n=
<b>Mean %</b>	% of total n=	% of total n=	% of total n=
<b>% of Total n Scoring 2 or 3</b>			