Student Learning Objectives
- Knowledge base
- Reasoning
- Quantitative skills
- Experimental design
- Use of literature/databases
- Communication
- Teamwork skill development
- Ethics

Assessment tools
- Indirect: in-house developed Senior exit survey.
- Direct: measurement of learning gains in select courses
- Direct: use of published survey instruments to compare student outcomes with student qualities in select courses
- Indirect: evaluate student attitudes toward new instructional modalities via mid- and end-course surveys and focus groups in select courses

Highlighted recent activities
- Currently reviewing data from in-house developed Senior exit survey from the past years, and adjusting the survey the provide meaningful feedback.
- Developed a face-to-face strategy for Senior exit feedback
- Created a new laboratory course for second year majors that addresses reasoning, quantitative skills, communication and teamwork skill development
- Revised an upper level laboratory course to align better with the new second year lab course (incorporates more experimental design)
- Created a new team-based integrated experience course for majors that focuses on communication, teamwork, use of literature, ethics
- Revised an upper level course for majors to employ blended and team-based pedagogy
- Revised a second year course (the first course taught by the department that our majors take) to align with student learning objectives (in particular, knowledge base and reasoning)
- Revised an honors seminar to familiarize our majors with BMB faculty research (this course emphasizes communication)
- Revised a pair of upper level courses to align better with revised second-year course (these courses emphasize knowledge base, reasoning, use of literature/databases)
- Revised a general education course to employ active learning, team-based work, and blended learning
- Initiated bi-weekly meetings of BMB faculty to discuss curriculum and pedagogy
Narrative

The Department of Biochemistry and Molecular Biology (BMB) has accomplished the instructional goals as set out in our AQAD of 2006-7 and has expanded our activities to employ evidence-based pedagogy into our curriculum. Two courses have become fully team-based (a third year integrated experience course and a fourth year course for majors), two courses have been converted to an active learning, blended format (a general education course and a fourth year course for majors), and several other courses have been revised to better align with each other and with the learning goals set forth in our AQAD.

BMB has initiated a series of regular faculty discussions about the curriculum and pedagogy with the intent that the department will revise all of its course offerings to incorporate active learning and blended learning techniques to ameliorate the difficulties imposed by ever-increasing class size on student learning outcomes. One of our faculty members has embarked on a long-term study of student outcomes in response to changes in course pedagogy, and is disseminating the study protocols to other BMB faculty members. BMB is developing assessment strategies to measure student learning and retention across the curriculum.

An internal Senior survey has undergone several iterations to collect student attitude data about the major curriculum and academic advisement. Student responses have guided us to make curricular revisions and are continually incorporated into our plans for future changes.