



Program Level Assessment: Animal Resources Td Font Size /Page Number

1. How did your class contribute to the field?
2. Which of these instruments did you use?
 - a. One or more essays
 - b. One or more exam or test questions
 - c. A final project
 - d. Other; describe
 - e. In-class assignment; describe
3. By the end of class, (did) students understand the importance of animal resources?
4. How would students assess the importance of animal resources?
5. Were International Studies major students more likely to understand the importance of animal resources?
6. What tactics were effective in increasing student understanding of animal resources?
- 7.

4. Data/Results

What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off campus site)?

Generally, the data show a high level of satisfaction with student learning by the instructors, who in turn seem to have taught these courses quite well while paying attention to the need for future improvements and changing teaching environments brought about by the outbreak of the COVID-19 pandemic. Compared to the previous assessment cycle, a higher

However, two things are clear at this point. First, ISTD faculty generally believe that students have achieved the outcome goal of assessing analytical arguments. One faculty wrote, f

