



# Course Assessment Report - 4 Column

## Great Basin College

### Courses (SCI) - Biology

Course Outcomes 1 and ctu.unitid = 659	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
BIOL 190 - Intro Cell/Molecular Biology - Molecules of Life - Solve problems involving the identification and functions of the 4 classes of biologically relevant carbon compounds  General education correlates:  Critical Thinking Personal Wellness Technological Understanding  <b>Next Assessment:</b> 2018-2019  <b>Start Date:</b> 11/04/2015  <b>Course Outcome Status:</b> Active	<b>Assessment Measure:</b> Use ATP hydrolysis to explain how endergonic reactions can become spontaneous by coupling them to exergonic reactions. 5Q's. <b>Assessment Measure Category:</b> Quiz <b>Criterion:</b> 70% correct	11/04/2015 - 89% correct <b>Criterion Met:</b> Yes <b>Reporting Period:</b> 2014-2015	
	<b>Assessment Measure:</b> Describe the structure of an atom and the role of electrons in forming bonds and interactions between atoms that form molecules. 7 Q's <b>Assessment Measure Category:</b> Quiz <b>Criterion:</b> 70% correct	11/04/2015 - 78% correct <b>Criterion Met:</b> Yes <b>Reporting Period:</b> 2014-2015	
	<b>Assessment Measure:</b> Describe the various roles of proteins in living systems. 7 Q's <b>Assessment Measure Category:</b> Quiz <b>Criterion:</b> 70% correct	11/04/2015 - 71% correct <b>Criterion Met:</b> Yes <b>Reporting Period:</b> 2014-2015	11/04/2015 - Greater emphasize protein function in lecture and lab.
BIOL 190 - Intro Cell/Molecular Biology - Cellular Metabolism - Describe common biochemical pathways (including glycolysis, Krebs cycle, chemiosmosis, fermentation and photosynthesis) and solve problems involving integrated cellular metabolism.  General education correlates:  Critical Thinking Personal Wellness  <b>Next Assessment:</b> 2018-2019  <b>Start Date:</b> 11/04/2015  <b>Course Outcome Status:</b> Active	<b>Assessment Measure:</b> Explain how light energy is captured and used to drive an endergonic redox reaction. 1 problem set. <b>Assessment Measure Category:</b> Quiz <b>Criterion:</b> 70% correct	11/04/2015 - 90% correct <b>Criterion Met:</b> Yes <b>Reporting Period:</b> 2014-2015	11/04/2015 - None needed  Difficult concepts that are adequately covered, perhaps shorten to make room for more genetics.
	<b>Assessment Measure:</b> Explain the role of the Calvin cycle in photosynthesis and compare it with the role of the C4 cycle. 2 Q's <b>Assessment Measure Category:</b> Quiz <b>Criterion:</b> 70% correct	11/04/2015 - 77% correct <b>Criterion Met:</b> Yes <b>Reporting Period:</b> 2014-2015	11/04/2015 - None needed  Difficult concepts that are adequately covered, perhaps shorten to make room for more genetics.
	<b>Assessment Measure:</b> Summarize the four steps of cellular respiration, including the inputs and outputs of each. 7Q's <b>Assessment Measure Category:</b>	11/04/2015 - 85% correct <b>Criterion Met:</b> Yes <b>Reporting Period:</b>	11/04/2015 - None needed  Difficult concepts that are adequately

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	Quiz <b>Criterion:</b> 70% correct	2014-2015	covered, perhaps shorten to make room for more genetics.
BIOL 190 - Intro Cell/Molecular Biology - Genetics - Apply concepts of transmission and molecular genetics  General education correlates:  Critical Thinking Personal Wellness Technological Understanding  <b>Next Assessment:</b> 2018-2019  <b>Start Date:</b> 11/04/2015  <b>Course Outcome Status:</b> Active	<b>Assessment Measure:</b> Explain how chromosome movement during meiosis accounts for the principles of segregation and independent assortment. 2 Q's <b>Assessment Measure Category:</b> Quiz <b>Criterion:</b> 70% correct  <b>Assessment Measure:</b> Define and provide examples of linkage, multiple alleles, codominance, incomplete dominance, pleiotropic genes, environmental influences on phenotype, interactions between genes, and quantitative traits. Mapping problem set <b>Assessment Measure Category:</b> Project <b>Criterion:</b> 70% correct	11/04/2015 - 86% correct <b>Criterion Met:</b> Yes <b>Reporting Period:</b> 2014-2015  11/04/2015 - 84% correct <b>Criterion Met:</b> Yes <b>Reporting Period:</b> 2014-2015	
BIOL 190 - Intro Cell/Molecular Biology - Evolution/Natural Selection - Describe how natural selection leads to evolution, and how this process is tested with the tools of quantitative genetics  General education correlates:  Critical Thinking Communications Skills Personal and cultural Awareness  <b>Next Assessment:</b> 2018-2019  <b>Start Date:</b> 11/04/2015  <b>Course Outcome Status:</b> Active	<b>Assessment Measure:</b> Natural Selection Essay <b>Assessment Measure Category:</b> Assignment - Written <b>Criterion:</b> 70% correct  <b>Assessment Measure:</b> Lab Hardy-Weinberg quiz <b>Assessment Measure Category:</b> Quiz <b>Criterion:</b> 70% correct  <b>Assessment Measure:</b> Lab Evolution quiz	11/04/2015 - 100% <b>Criterion Met:</b> Yes <b>Reporting Period:</b> 2014-2015  11/04/2015 - 76% correct <b>Criterion Met:</b> Yes <b>Reporting Period:</b> 2014-2015  11/04/2015 - 82% correct <b>Criterion Met:</b>	11/04/2015 - BIOL 190 went well this fall, and key outcomes were met. As is always the case, pacing is important, and material at the end of the course tends to get rushed. I will continue to endeavour to adjust my lecture pace to both the student's ability to absorb the information and the requirements to cover the expected subject materials. Cellular metabolism is a candidate for shortening to expand molecular genetics.

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	<b>Assessment Measure Category:</b> Quiz <b>Criterion:</b> 70% correct	Yes <b>Reporting Period:</b> 2014-2015	