

Assessment: Course Four Column



Courses (SCI) - Biology

BIOL 190: Intro Cell/Molecular Biology

Course Outcomes	Assessment Measures	Results	Actions
<p>Molecules of Life - Solve problems involving the identification and functions of the 4 classes of biologically relevant carbon compounds</p> <p>General education correlates:</p> <p>Critical Thinking Personal Wellness Technological Understanding</p> <p>Course Outcome Status: Active Next Assessment: 2018-2019 Start Date: 11/04/2015</p>	<p>Lecture exam, quizzes Criterion: Class averages a 60% or better</p>	<p>Reporting Period: 2015-2016 Criterion Met: No Student average is 58% (09/29/2016)</p>	<p>Action: Encourage students to understand the 3-D structures of the macromolecules by lending them molecular kit and giving extra credits for drawing the chart showing the monomer, types of macromolecules and basic structure of aa monomer (09/29/2016)</p>
<p>Cellular Metabolism - Describe common biochemical pathways (including glycolysis, Krebs cycle, chemiosmosis, fermentation and photosynthesis) and solve problems involving integrated cellular metabolism.</p> <p>General education correlates:</p> <p>Critical Thinking Personal Wellness</p>	<p>Evaluation - Lecture exam, quizzes, online homework Criterion: Class averages a 60% or better</p>	<p>Reporting Period: 2015-2016 Criterion Met: Yes Student average is 68% (09/29/2016)</p>	<p>Action: Encouraging them to draw flow chart and diagrams during the lecture and reinforcing the same by giving extra credit for drawing colored biochemical pathways. (09/29/2016)</p>

Course Outcomes	Assessment Measures	Results	Actions
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Course Outcome Status: Active

Next Assessment: 2018-2019

Start Date: 11/04/2015

Genetics - Apply concepts of transmission and molecular genetics

General education correlates:

Critical Thinking

Personal Wellness

Technological Understanding

Course Outcome Status: Active

Next Assessment: 2018-2019

Start Date: 11/04/2015

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

Course Outcome Status: Active

Next Assessment: 2018-2019

Start Date: 11/04/2015

Exam - Lecture exam, quizzes

Criterion: Class averages a 60% or better

Reporting Period: 2015-2016

Criterion Met: No
56% (09/29/2016)

Action: Could not complete the chapter due to time constrain but kept of reminding them the central dogma of biology by drawing diagram on the board during lecture and lab time. Making them do the puzzle with DNA & RNA kit and explaining them the structure of DNA with the model in lab. (09/29/2016)

Exam - Lecture exam, quizzes

together with discussion, written response to video, with quantitative genetics problems in lecture and lab

Criterion: Class averages a 60%

Reporting Period: 2015-2016

Criterion Met: Yes

General discussion in the class with an opinion based question given during the final lab exam.

Student average is 86 % (given it was opinion based question)

For Pahrump campus – Yes. For other campuses I don't know because this was taught in the lab. (09/29/2016)

Action: Showed them the documentary on PBS, 'Judgement day" and we had the discussion about the difference between "Creation" and "Evolution". I tried to reinforce the definition of "Theory" in Biology in lab too. (09/29/2016)