Assessment: Course Four Column

Courses (SCI) - Biology

BIOL 190:Intro Cell/Molecular Biology

Course Outcomes	*Assessment Measures*	*Results*	*Actions*
Define life - Define life scientifically, and explain the scientific process. **Course Outcome Status:** Active **Next Assessment:** 2016-2017, 2021-2022 **Start Date:** 12/19/2013	**Exam -** • Weekly quizzes • Exams • Written reports **Criterion:** Passing lab and lecture quizzes with 70% minimum score	**Reporting Period:** 2016-2017 **Criterion Met:** Yes 7 of 7 students (02/12/2018)	**Action:** Continue with same instructional strategy, but add more examples of current, relevant research applications. Include more in-class lab discussions in different contexts. (02/12/2018)
Chemistry of living things and define the roles - Describe the chemistry of living things and define the roles of each type of organic molecule. **Course Outcome Status:** Active **Next Assessment:** 2016-2017 **Start Date:** 12/19/2013	**Exam -** • Weekly quizzes • Exams • Written reports **Criterion:** Passing lab and lecture quizzes with 70% minimum score	**Reporting Period:** 2016-2017 **Criterion Met:** Yes 6 of 7 students (02/12/2018)	**Action:** More emphasis on real-life examples and applications of biochemistry in medicine, nutrition, health and disease. (02/12/2018)
Living systems and describe the chemistry of energy metabolism - Explain the major sources of energy used by living systems and describe the chemistry of energy metabolism. **Course Outcome Status:** Active **Next Assessment:** 2016-2017 **Start Date:** 12/19/2013	**Exam -** • Weekly quizzes • Exams • Written reports **Criterion:** Passing lab and lecture quizzes with 70% minimum score	**Reporting Period:** 2016-2017 **Criterion Met:** Yes 6 of 7 students (02/12/2018)	**Action:** More examples of applications for medicine, nutrition, health and disease, diagnostics. (02/12/2018)
Process of mitosis and meiosis - Compare and contrast the process of mitosis and meiosis.	**Exam -** • Weekly quizzes • Exams • Written reports	**Reporting Period:** 2016-2017 **Criterion Met:** Yes 6 of 7 students (02/12/2018)	**Action:** • Additional worksheet to be completed in class as group activity, with additional practical

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Course Outcome Status: Active **Next Assessment:** 2016-2017 **Start Date:** 12/19/2013	**Criterion:** Passing lab and lecture quizzes with 70% minimum score		applications. • Short video summary both before and after topic section. (02/12/2018)
Typical prokaryotic and eukaryotic cell - Diagram a typical prokaryotic and eukaryotic cell; identify and discuss key functions for eukaryotic organelles. **Course Outcome Status:** Active **Next Assessment:** 2021-2022 **Start Date:** 09/05/2017	**Exam -** • Weekly quizzes • Exams • Written reports **Criterion:** Passing lab and lecture quizzes with 70% minimum score	**Reporting Period:** 2016-2017 **Criterion Met:** Yes 7 of 7 students (02/12/2018)	**Action:** Continue with same instructional strategy. (02/12/2018)
Flow of biological information - Outline the flow of biological information, including DNA replication, transcription, and translation (protein synthesis). **Course Outcome Status:** Active **Next Assessment:** 2021-2022 **Start Date:** 09/05/2017	**Exam -** • Weekly quizzes • Exams • Written reports **Criterion:** • Passing lab and lecture quizzes with 70% minimum score	**Reporting Period:** 2016-2017 **Criterion Met:** Yes 6 of 7 students (02/12/2018)	**Action:** • Additional worksheet(s) to be completed in class as a group, with additional relevant, practical examples/applications. • Short video summary both before and after topic section. (02/12/2018)
Theory of evolution - Explain the theory of evolution and relate the significance of this theory in biology. **Course Outcome Status:** Active **Next Assessment:** 2021-2022 **Start Date:** 09/05/2017	**Exam -** • Weekly quizzes • Exams • Written reports **Criterion:** Passing lab and lecture quizzes with 70% minimum score	**Reporting Period:** 2016-2017 **Criterion Met:** Yes 6 of 7 students (02/12/2018)	**Action:** More examples and in-class group discussion, including assigned written report/analysis of video seminars discussing Evolution and Intelligent Design. Discuss and critique videos in class after students watch videos. (02/12/2018)
Formal lab report and proficiency - Write up formal lab report on comprehensive experiment, including demonstrated proficiency in use of Excel for data analysis, graph production, etc. **Course Outcome Status:** Active **Next Assessment:** 2021-2022 **Start Date:** 09/05/2017	**Exam -** • Weekly quizzes • Exams • Written reports **Criterion:** Passing lab and lecture quizzes with 70% minimum score	**Reporting Period:** 2016-2017 **Criterion Met:** Yes 7 of 7 students (02/12/2018)	**Action:** Continue with same instructional strategy, but add one or two more practical applications during in-class lab sessions. (02/12/2018)

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Proficiency in basic laboratory techniques, safety, and applied experimentation - Demonstrate proficiency in basic laboratory techniques, safety, and applied experimentation. **Course Outcome Status:** Active **Next Assessment:** 2021-2022 **Start Date:** 09/05/2017	**Exam -** • Weekly quizzes • Exams • Written reports **Criterion:** Passing lab and lecture quizzes with 70% minimum score	**Reporting Period:** 2016-2017 **Criterion Met:** Yes 6 of 7 students (02/12/2018)	**Action:** • Additional hands-on exercises and graded assessment of specific lab methods. • An additional (final?) lab practical. • More emphasis on student-based lab set up and prep. (02/12/2018) **Follow-Up:** I chose to assess this course (BIOL190) because it is the most critical core course in the biology curriculum. It is comprehensive in content, and always a challenge to teach – for every instructor, every semester. I enjoy teaching this class greatly and feel confident my skills and proficiency in teaching this course have improved over last semester (my first). The changes and modifications I integrated this semester have made the course more seamless and student friendly, without sacrificing content covered, or "dumbing down" my assessment expectations and grading standards. . (02/12/2018)