Assessment Date: Fall 2013

Faculty Name(s): Mark Barnby

1. Course Name and Number:

   BIOL 130 Introduction to Biology

2. All Course SLOs from the Course Outline of Record:

   1. Demonstrate an understanding of the operation of biological systems through the study of basic biological concepts and principles.
   2. Identify subject matter that enables students to achieve a better interpretation and evaluation of the types of biological information they encounter in newspapers, magazines, and semiscientific journals.
   3. Demonstrate an understanding of the principles of the living world through the solving of biological problems.
   4. Demonstrate an understanding of the scientific method through the solving of biological problems.
   5. Identify and explain the processes and principles of: Basic atomic structure, Cell structure, Enzyme function, Photosynthesis, Cellular Respiration, Mitosis, Meiosis, Basic Genetics, Evolution, Origin of Life, Plant Structure and reproduction, Plant groups, Animal phyla, Human systems, population ecology, & Ecosystems.

3. Specific Course SLO(s) assessed as part of this project:

   Demonstrate an understanding of the scientific method through the solving of biological problems.

4. Will this SLO assessment count toward GE Plan A? Yes No

   If Yes, identify what area: Area I Natural Sciences Area II Social and Behavioral Sciences Area III Fine Arts/Humanities Area IV Language and Rationality Area V Physical Education/Wellness Area VI Intercultural/International Studies

   Identify GE SLO(s) assessed as part of this project (see Catalog pages 49-51):

   Analyze and apply concepts of biological and/or physical science obtained through the scientific method.
5. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.)

Lab 1 Nature of Science  (this is the first lab assignment of the course).

NOTE: This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

6. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above):

7. Results and analysis of the data. (Explain below and if applicable copy/paste any related documents, i.e. spreadsheets with data, at the end of this document.)

112 students participated in Lab 1 (with a possible score of 10 points per lab). Of the possible total points of 1120 (112 students x 10 points), a total of 1103 points were scored. (98.5%)

8. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

9. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

10. Results of implemented changes, if available at this time:
Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)  

yyysemester-sloa-courseid.doc  
example: 2013fall-sloa-engl101c.doc