COURSE ASSESSMENT IN A BOX
REPORTING FORM FOR COURSE SLO ASSESSMENT PROJECTS
Please submit this document to your Dean when completed.
Revised August 2013

Assessment Date: 8/29/13

Faculty Name(s): Angelique Finney

1. Course Name and Number:
   Biotechnology 115A

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

   Student Learning Outcomes
   1. Demonstrate sterile techniques. (Example: students will demonstrate the ability to perform experiments in a cell culture hood using appropriate sterile technique.)
   2. Show an understanding of basic cell culture theory.
   3. Design culture media.
   4. Create cell lines.
   5. Measure viable cell counts. (Example: students will be able to use a hemocytometer to quantitate cultured cells for passage and cryopreservation.)
   6. Utilize basic cell culture theory techniques in the laboratory.
   7. Apply routine cell maintenance. (Example: students will demonstrate that they are able to quantitate, feed, and passage cultured cells.)
   8. Assess freezing & thawing techniques. (Example: students will quantitate resuscitated cells to assess the effectiveness of their cryopreservation and resuscitation techniques.)
   9. Recognize cell culture related equipment.

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

   5. Measure viable cell counts. (Example: students will be able to use a hemocytometer to quantitate cultured cells for passage and cryopreservation.)

4. 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.):

   SLO 5: Student skills and improvement of their skills at using aseptic techniques were assessed midway through the semester, and again near the end of the semester, via pre- and post-laboratory homework assignments given to students. These assignments required students to count mammalian cells using a hemocytometer. Students were then required to use the data they collected to accurately complete the mathematical calculation of the viable cells in the culture they counted.
5. 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):

See #4 above

6. 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):

| SLO 5: Viable Cell Count 1: | 12 of 15 students received a 100%; 2 of 15 students received a 92%; 1 of 15 students received a 69%. Viable Cell Count 2: | 14 of 15 students received a 100%; 1 of 15 students received a 93%. Overall the student scores showed that all of the students that did not successfully complete a cell count in the first homework assignment improved in their ability to successfully complete a viable cell count. Only one student did not receive a 100% the second time the viable cell count was completed and that student did improve significantly (from a 69% to a 93%) on the cell counting assignment. |

7. 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.):

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

| SLO 5: | At this time no changes will be made in the curriculum of teaching strategies in regards to viable cell counts since the data indicates students are learning and understanding the technique as it is currently being instructed. |

9. Results of implemented changes, if available at this time:

Please save your finished document in the following format:

* yyyysemester-sloa-courseid.doc
* example: 2012fall-sloa-engl101c.doc