Assessment Data is from what semester?  
Spring 2014

Faculty Name(s):  Angelique Finney

1. Course Name and Number:

| BIOL106 |

2. List all Course SLOs from the Course Outline of Record:

| The student will:  
| 1. Acquire, and demonstrate the ability to integrate, knowledge of microbes including: anatomical and physiological differences between Prokaryotic and Eukaryotic cells, methods of energy metabolism, innate and adaptive immunity, methods of control of microbial growth, epidemiology, bacterial genetics, and microbial pathogens and the disease they cause.  
| 2. Demonstrate competency in differential staining, gram staining, aseptic techniques, microscope use and care, streaking to isolate microbes, and identifying unknown bacterial cultures. |

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

| Demonstrate competency in differential staining, gram staining, aseptic techniques, microscope use and care, streaking to isolate microbes, and identifying unknown bacterial cultures. |

4. Is this course on GE Plan A?  
| Yes  | No  |

If Yes, identify what area. (All GE course assessments count as GE assessments.)

| 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 |
| Area VII Information Competency |

5. How did you assess the SLO(s)? (Attach any related documents at end of form.)

Mini practical assignments with increasing point values were used to determine students ability to perform aseptic techniques they were taught and also to encourage students to continue to improve their aseptic technique throughout the semester.

6. Results and analysis of the data. (Attach any related documents at end of form.)

| 78% of students correctly demonstrated the aseptic technique during the first mini-practical |

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**COURSE ASSESSMENT IN A BOX**

**REPORTING FORM FOR COURSE SLO ASSESSMENT PROJECTS**

*Please submit this document to your Dean when completed.*

Revised May 2014
and 86% of students correctly demonstrated the aseptic technique during the second mini-practical. This showed an increase in the number of students that could perform the techniques correctly each time they used them.

7. What are you going to do based on the results of the data? (Any planned revisions?)

No changes are planned at this time. It looks like the mini-practicals are encouraging students to learn the techniques and improve their technique over the course of the semester.

<table>
<thead>
<tr>
<th>Name: Angelique Finney</th>
<th>Date: 11/1/14</th>
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Aseptic Technique

<table>
<thead>
<tr>
<th>Aseptic Technique 1</th>
<th>7 points</th>
<th>6 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>37</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>78%</td>
<td>22%</td>
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Aseptic Transfer Technique (7 points)

Distance from Flame (0.5 pt)
- Too close
- Too far away

Placement of Materials (0.5 pt)
- Well organized
- Awkward

Flaming and handling of loop two times (1 pt)
- Flamed entire wire to redness
- Did not flame entire wire to redness
- Splattered material outside flame

Handling of cap two times (1 pt)
- Smooth operation
- Held awkwardly/incorrectly
- Jarred loop when re-capped tube

Flaming mouth of tube or correct handling of plate (2 pt)
- Opening culture tube
- Closing culture tube
- Opening subculture tube/plate
- Closing subculture tube/plate

Aseptic handling of material (1.5 pt)
- Drips/splatters
- No drip/splatters
Pace (0.5 pt)

Too slow
Too fast
Optimal pace
Aseptic Transfer Technique (10 points)

Distance from Flame (0.5 pt)

- Too close
- Too far away

Placement of Materials (0.5 pt)

- Well organized
- Awkward

Flaming and handling of loop two times (2 pt)

- Flamed entire wire to redness
- Did not flame entire wire to redness
- Splattered material outside flame

Handling of cap two times (1 pt)

- Smooth operation
- Held awkwardly/incorrectly
- Jarred loop when re-capped tube

Flaming mouth of tube or correct handling of plate (4 pt)

- Opening culture tube
- Closing culture tube
- Opening subculture tube/plate
- Closing subculture tube/plate

Aseptic handling of material (1 pt)

- Drips/splatters
- No drip/splatters

Pace (1 pt)

- Too slow
- Too fast
- Optimal pace

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.)

yyyysemester-sloa-courseid.doc
Example: 2014spring-sloa-engl101c.doc