Assessment Data is from what semester? Spring 2015
Faculty Name(s): Gessica Johnston

1. Course Name and Number:
BIOL109

2. List all Course SLOs from the Course Outline of Record:
The student will:
1. Demonstrate knowledge of the anatomy and physiology of the major parts of the male and female reproductive systems, and compare fetal development of the male and female.
2. Evaluate how biological and psychological aspects of sexual identity form in the fetus and the growing child.
3. Summarize variations of fetal and psychological development as they influence sexual identity and behavior.
4. Summarize pregnancy, birth control, and abortion, and demonstrate understanding of societal and legal controversies regarding these.
5. Distinguish and compare major diseases such as cancer and sexually transmitted diseases as they affect the sexual organs and functions.

3. Specific Course SLO(s) assessed as part of this project:
SLO4,5

4. Is this course on GE Plan A? ___ Yes ___ No (See Catalog pages 49-51 & page 55)
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.)
A very different analysis than before. This time I chose the top students in both classes (9 total--6 in MW class and 3 in Sat class) after the second of three tests. For this last third of the class these students met with me at the end of each lecture
session for 10 minutes. During that time I asked each one pertinent questions relating to what I just talked about. Each gave me feedback and the group gave me feedback. Half the time I arranged it so that the MW classes covered the material before the Sat class and the other half so that the Sat class covered the material before the MW. Thus feedback from the "group" could be incorporated into teaching the other group and then they could give me feedback on any "innovations".

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

RESULTS: The 9 students all participated fully and enjoyed the exercise. Most significantly, I realized that more "graphing" was a plus--that is--charting things out, laying out on the white boards key points (or on the computer--power point like ). I also learned certain topics needed more attention from me and so was able to give both sections additional material when needed.

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

CONCLUSION: This simple enjoyable exercise helped me immensely and by improving my teaching helped my students. It fulfilled, in my opinion, the goals of SLO analysis. Further, it helped one of my goals which is to excite more students about a future in STEM. Of my 9 students in my "group" 3 expressed interest in continuing with other STEM courses!!

Gessica Johnston, MD for BIO109SP15.

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