



# Course Assessment Report - 4 Column

## Great Basin College

### Courses (SCI) - Biology

Course Outcomes 1 and ctu.unitid = 659	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>BIOL 191 - Intro Organismal Biology - Eukarya, archea, and bacteria - Solve problems and answer essay questions on the origin of diversity and evolutionary relationships of the eukarya, archea, and bacteria.</p> <p><b>Next Assessment:</b> 2020-2021</p> <p><b>Start Date:</b> 10/27/2015</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> Exam 1</p> <p><b>Assessment Measure Category:</b> Exam</p> <p><b>Criterion:</b> &gt;70%</p>	<p>10/27/2015 - 79%</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2014-2015</p>	<p>10/27/2015 - Students had most trouble with understanding life-cycles and being able to determine if a stage was a gametophyte or sporophyte. While this is normal at this stage in a biologist's career, it could be improved upon. In general students were proficient at the basic evolutionary concepts.</p>
<p>BIOL 191 - Intro Organismal Biology - Digestion, gas exchange, circulation, the nervous system, and movement in animals - Solve problems and answer essay questions on the anatomy and physiology of digestion, gas exchange, circulation, the nervous system, and movement in animals.</p> <p><b>Next Assessment:</b> 2020-2021</p> <p><b>Start Date:</b> 10/27/2015</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> Exam 2</p> <p><b>Assessment Measure Category:</b> Exam</p> <p><b>Criterion:</b> &gt;70%</p>	<p>10/27/2015 - 75%</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2014-2015</p>	<p>10/27/2015 - Students are often surprised at the level which we cover animal form and function in college. Since they have seen animal form and function extensively in previous courses they are complacent and usually do poorly on this exam. Next time I teach this course I will impress upon them that this material is more challenging than they think it is, and that, even though they have seen it before, they will need to study hard.</p>
<p>BIOL 191 - Intro Organismal Biology - Reproduction, development, nutrition, transport and control systems in plants. - Solve problems and answer essay questions on the anatomy and physiology of reproduction, development, nutrition, transport and control systems in plants.</p> <p><b>Next Assessment:</b> 2020-2021</p> <p><b>Start Date:</b> 10/27/2015</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> Exam 3</p> <p><b>Assessment Measure Category:</b> Exam</p> <p><b>Criterion:</b> &gt;70%</p>	<p>10/27/2015 - 85%</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2014-2015</p>	<p>10/27/2015 - No changes are need in this area.</p>
<p>BIOL 191 - Intro Organismal Biology - Complexity of our biosphere - Solve problems and answer essay questions on the complexity of our biosphere and be able to analyze the ecological interactions within it.</p>	<p><b>Assessment Measure:</b> Exam 4 (final)</p> <p><b>Assessment Measure Category:</b> Exam</p> <p><b>Criterion:</b></p>	<p>10/28/2015 - 81%</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b></p>	<p>10/28/2015 - No changes are need in this area.</p>

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<p><b>Next Assessment:</b> 2020-2021</p> <p><b>Start Date:</b> 10/28/2015</p> <p><b>Course Outcome Status:</b> Active</p>	<p>&gt;70%</p>	<p>2014-2015</p>	
<p>BIOL 191 - Intro Organismal Biology - Observation and critical thinking to arrive at informed conclusions - Analytic use of observation and critical thinking to arrive at informed conclusions concerning scientific data.</p> <p><b>Next Assessment:</b> 2020-2021</p> <p><b>Start Date:</b> 10/28/2015</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> Lab practical exams and quizzes</p> <p><b>Assessment Measure Category:</b> Exam</p> <p><b>Criterion:</b> &gt;70%</p>	<p>10/28/2015 - 76%</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2014-2015</p>	<p>10/28/2015 - The department has changed from lab quizzes to lab reports and pre-quizzes for BIOL 190. This has improved the results on the lab practicals (and had the effect of not having the low quiz grades). This change should also be implemented in BIOL 191.</p>
<p>BIOL 191 - Intro Organismal Biology - Scientific terminology - Proficiency in the use of scientific terminology.</p> <p><b>Next Assessment:</b> 2020-2021</p> <p><b>Start Date:</b> 10/28/2015</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Measure:</b> All assessments in the course (includes homework assignments)</p> <p><b>Assessment Measure Category:</b> Assignment - Written</p> <p><b>Criterion:</b> &gt;70%</p>	<p>10/28/2015 - 82%</p> <p><b>Criterion Met:</b> Yes</p> <p><b>Reporting Period:</b> 2014-2015</p>	<p>10/28/2015 - I am aggregating MANY assignments together here. My justification for doing this is that ALL the assessments make heavy use of biological terminology. Usually, proficiency in vocabulary, etc. is not tested directly, but NO questions during any exam can be answered correctly without proficiency in terminology.</p> <p><b>Follow-Up:</b> 10/28/2015 - Halfway through this semester I can to the conclusion that I was not assigning sufficient homework to prepare students for the exams. This is why there is a large jump in grades from exam 2 to exam 3. My conclusion----Students are accustomed to assigned homework on masteringbiology from other courses. They refuse to do homework on their own that is not specifically assigned for a grade.</p>