



Course SLO Assessment

Version 2.1

Course number/name:

Biol-32L: Intro to Biotechnology Lab

Semester/academic year:

Fall 2014

Semester/academic year of next planned assessment:

Fall 2016

Number of Sections/Sessions assessed:

1

Number of Sections/Sessions offered:

1

Percent of sections/sessions included in the SLO assessment.

100%

Originator: Valerie Albano

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Participants in the discussion: Valerie Albano, Doug Kain

Does this course qualify as a GE course? Yes No

(A GE course is a course that completes the associate breadth requirement. See Course Catalog)

1. Means of Assessment

SLO 1: Use and maintain equipment found in standard biotechnology laboratories.

Assignments based on rubrics

Other (please describe):

SLO 2:

Prepare solutions and other basic reagents using Standard Operating Procedures (SOPs) and Good Labora

Assignments based on rubrics

Other (please describe):

SLO 3:

Prepare solutions and growth media in order to maintain and store microbial cultures using aseptic techn

Assignments based on rubrics

Other (please describe):

SLO 4:

Prepare in order to quantify and compare preparations of biological molecules such as DNA, RNA, and

Assignments based on rubrics

Other (please describe):

SLO 5:

Solve problems using standard laboratory mathematics and database analysis, including those available o

Item Analysis of exams, quizzes, problem sets, etc.

Other (please describe):

2. Assessment Data and Results

SLO 1: Assessment rubrics demonstrated an average of 94% student success.
SLO 2: Assessment rubrics demonstrated an average of 88% student success.
SLO 3: Assessment rubrics demonstrated an average of 90% student success.
SLO 4: Assessment rubrics demonstrated an average of 92% student success.
SLO 5: Assessment rubrics demonstrated an average of 78% student success.

3. Analysis and Interpretation of Results (include benchmarks)

The benchmark for success for all SLOs is 75%.
SLO 1: The majority of students, 94%, were able to calibrate, use and maintain lab equipment thus exceeding the benchmark.
SLO 2: Many students, 88%, were able to prepare solutions using an SOP. While this exceeded the benchmark, the 22% that were unsuccessful confused many reagents for others and often simply rushed through their work leading to an unsuccessful outcome.
SLO 3: The majority of students, 90%, were able to make culture media and growth plates. Those that were unsuccessful had trouble with sterile technique.
SLO 4: The majority of students, 92%, were able to make and quantify DNA preparations. This exceeded the benchmark.
SLO 5: Based on 3 embedded exam questions, 78% of students were able to use lab math to solve problems relevant to making solutions.

4. Plans for Improvement

I would like to offer more support to students for SLO 5. In the future I will incorporate additional problem sets that involve metric conversions and standard lab math to student homework.

5. The dialogue that occurred while planning assessments, evaluating data results, and determining action plans took place

- with others in my program during discipline, cohort, and/or area meetings
 - during on-campus workshops, flex day, etc.
 - over email
 - with colleagues from other campuses
 - with my dean, CAT, and/or colleagues in my area
 - other
 - no dialogue occurred
-

If you selected 'Other' please describe:

If you selected 'No dialogue occurred' please describe reason no dialogue occurred (i.e. "Dialogue was difficult due to the large number of adjuncts teaching this course" etc.):

Please attach all documentation below.

Include items like, rubrics, assessment data, and the previous assessment, if possible.

 File Attachment

6. Self-Evaluation of Course Assessment

Please perform a self-evaluation of the completed course assessment (using the criteria for proficiency below).

The purpose of the self-evaluation is to improve the quality of assessment reports.

Criteria for Proficiency in Outcomes Assessment

Select the score from the columns that best reflects the content of the report being reviewed

1. Description of Assessment Procedures

3 - Assessment procedure completely and succinctly described, with clear examples.

2. Assessment Data and Results

2 - For the most part results are reported in a clear format with benchmarks. Results provide information about student learning on the outcome.

3. Analysis and Interpretation of Results

2 - Analyses and interpretation/reflection on the assessment results clearly articulated. Unclear if it was collaborative.

4. Plans for Improvement

2 - Actionable plans for improvement provided, and for the most part appear to be appropriate.

Once complete, email this form to your Area CAT for Peer Review.

You will receive emails from your CAT and SLO Coordinator at each stage of the review process.

7. CAT Evaluation of Course Assessment

To be completed by your area CAT.

Criteria for Proficiency in Outcomes Assessment

Select the score from the columns that best reflects the content of the report being reviewed

1. Description of Assessment Procedures

3 - Assessment procedure completely and succinctly described, with clear examples of each step.

2. Assessment Data and Results

3 - Readily apparent how reported results provide information about student success on the stated outcome.

3. Analysis and Interpretation of Results

3 - Succinct analysis and reflection on the results is provided. Conclusions from collaboration and consensus by appropriate stakeholders.

4. Plans for Improvement

3 - Actionable and insightful plans for improvement are provided; Clearly responsive to specific needs identified in reported analysis and interpretation of assessment results.

CAT Action

- Return to originator for revision
- Approve and forward to SLO Coordinator

Comments

SLO analysis for BIOL-32L complete.

Brandon Tenn Area 1B CAT

Email this form to your Area SLO Coordinator for Peer Review

Please cc the originator in your review as well so they know the status of their assessment.

SLO Coordinator Action

- Return to originator for revision
- Approve and post to assessment website

Comments

