FALL 2014 SLO/PLO ASSESSMENT REPORT

Date:

Name of Person Reporting: Par Mohammadian, Mike Reynolds

Name of Department and/or Discipline: Life Sciences

1. a. List the courses/certificates/programs your discipline/department assessed in the fall 2014 semester.

   SLO Assessments:
   Anatomy 1 (2 SLOs, 4 sections): Introduction to Anatomy
   Anthropology 121 (2 SLOs, 1 section): Anthropology of Religion, Magic, and Witchcraft
   BIO003 (4 SLOs, 11 sections): Introduction to Biology
   BIO033 (2 SLOs, 1 section): Medical Terminology
   BIO006 (2 SLOs, 1 section): General Biology I
   BIO007 (3 SLOs, 1 section): General Biology I
   MICRO020 (3 SLOs, 2 sections): General Microbiology
   PHYSIOL001 (2 SLOs, 4 sections): Introduction to Human Physiology

   Total of 25 sections

Summary: Overall, the benchmark was reached in the majority of the course SLO assessments. Only in BIO3, two SLOs did not reach the benchmark; however, they improved compared to previous assessments. In those courses that the benchmark was not reached, the instructors recommended changes, such as inclusion of anatomical models in the laboratory or changing the assessment rubric.

   PLO Assessments:
   Natural Science Liberal Arts AA Degree (2 PLOs: 28+82 related SLO assessments; Spring 2012-Fall 2014)
   Natural Sciences General Studies AA Degree (2 PLOs: 30+64 related SLOs assessments; Spring 2012-Fall 2014)

Summary: Overall, the benchmark was reached in the majority of the related course SLO assessments. Only in BIO3, two SLOs did not reach the benchmark. Specific recommendations were proposed by the individual instructors. For example, one instructor recommended the use of Clickers in his classroom. One major conclusion was that all 4 PLOs are to be reviewed next semester to align with the course SLOs.
b. For each one, indicate whether the benchmark (standard for student success) was reached.

See 1a.

2. **Summarize the major assessment results for courses/programs in your area.**

**SLOs:**
In spring 2014 semester, the course SLOs within our department were updated. Therefore, the current SLO analysis cannot be directly compared to the previous SLO assessments. Based on previous SLO assessments, prerequisite courses, such as English for the Life Science courses and a Chemistry course for our Physiology courses, were added this semester. The effect of this addition cannot be assessed at this point as some students took advantage of the catalog right and enrolled without the prerequisite courses. Thus, it is planned to conduct an analysis within the next four semesters.

**PLOs:**
It is planned to review and revise the PLOs for the Liberal Arts and General Studies in Natural Science AA degrees to align with the current course SLOs.

3. **Summarize what changes have been made or are planned to be made as a result of the assessments.**
Major changes were implemented, such as adding prerequisite courses, last semester. In addition, course SLOs were revised last semester. This semester the new SLOs were assessed for the first time after the revisions and individual instructors recommended minor changes. At this point, there is no plan to make major revisions until another analysis is conducted within the next four semesters.

4. **Follow up on previous assessments:**
   (1) If an SLO was assessed previously, compare the results with the earlier assessments:
      (a) **Have the recommended changes been implemented?**
      As mentioned above, most SLOs were revised in the spring 2014 semester. The new SLOs were assessed this semester and the changes will be implemented next semester.
      (b) **Has the follow-up textbox been filled in on the SLO online system?**
      See 4a.

   (2) **How have the findings led to improved student learning?**
      See 4a.

5. **Have the results of your assessments been shared and discussed among the members of your program?** (Provide dates and any minutes of meetings as evidence. Please also post relevant minutes in the Department Notes section of the SLO Online system.)
The SLO assessments are discussed at the department meetings (Life Science website: http://www.lamission.edu/lifesciences/Minutes.aspx) and via email (copies attached) on a regular basis. At the last department meeting, it was discussed to have semester SLO meetings for faculty (full time and adjunct) who will be assessing their SLOs the following semester to review the online SLO system and previous assessments.

6. Have the results of your assessments been shared and discussed with members of your advisory committee (if vocational program)?

NA

7. What resource requests are planned as a result of the assessments?

Offering of tutoring services is an essential component for the student success.

8. Have the assessment results been posted on the online system?

Yes

Revisions in the online SLO/PLO system:

The online system is an excellent system to enter the data and be able to keep track of the assessments. As we advance in our assessments, it is realized that enhancements are required. The IT department in collaboration with the SLO coordinator work determinedly to remove any obstacles for a smooth entry.

Two specific challenges were resolved:

➢ The old SLOs can now be archived now.

➢ Multiple SLOs can now be assessed simultaneously.

When entering SLOs this semester more challenges were identified:

1) Default number of assessments automatically assesses 10 or 1/3 of the student population. Faculty, if not realized, only assess the minimum number of students. It is recommended to change the number to the maximum number of students enrolled in the class to provide a thorough and correct analysis of the performance of all enrolled students. The data can also be used for disaggregated data analysis.

2) Once a report is submitted, a revision cannot be performed without deleting the entire report. It is requested to make the report editable if corrections need to be made.
3) It would be beneficial to include the Follow-ups in the SLO assessment page. It would be easier to complete the report while assessing the SLOs and compare them to the previous assessments in the main page.