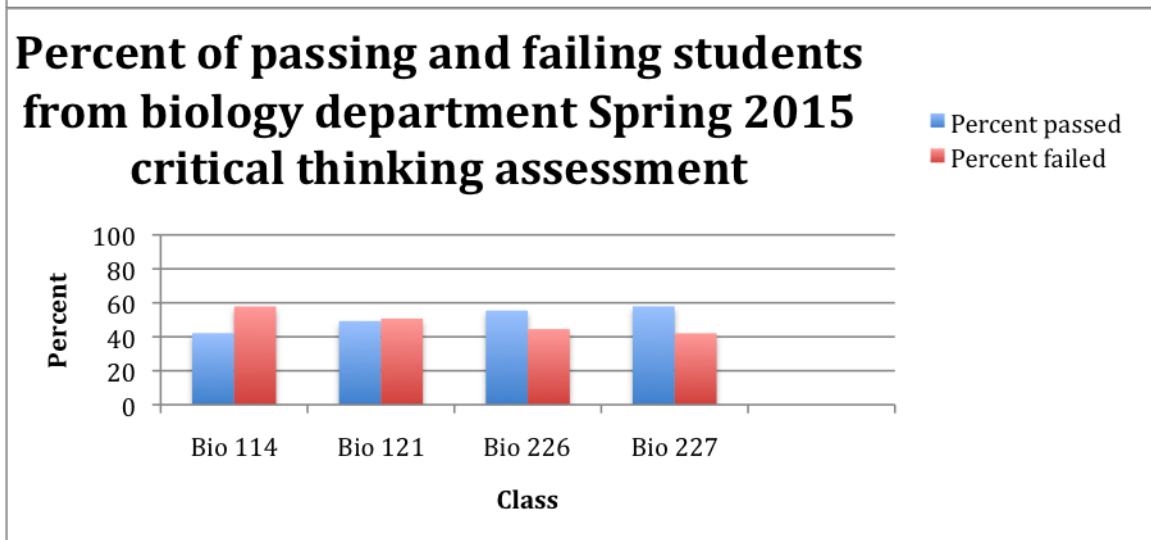
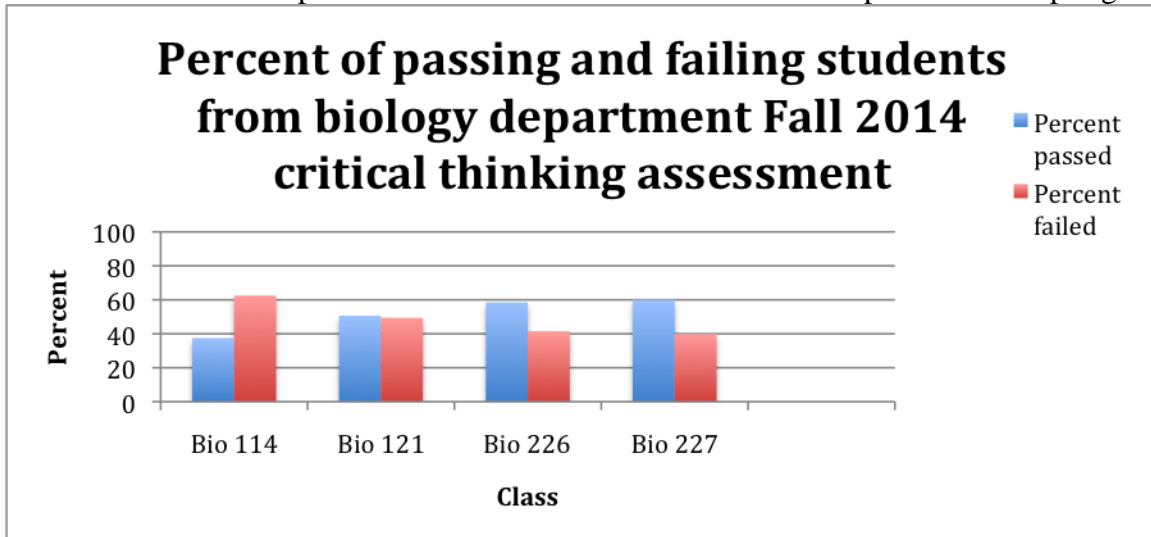


P, R, and I statements for the Biology Departments' critical thinking assessment.

P: The biology department assessed critical thinking as part of a program of evaluating our student learning outcomes (SLO's) in the larger context of the Colleges educational mission. All full-time and adjunct faculty administered a 30-minute assessment in Bio 114, Bio 121, Bio 226, and Bio 227. After each assessment was administered the data was analyzed.

R: We found that across the department 53% of our students passed the evaluation in both semesters (A pass was considered a grade of 80% and above) and this held true in both semesters. When considering specific classes a majority of students in Bio 114 failed the assessment in the fall semester (62.5% failed vs. 37.5% passed) and the spring semester (58% vs. 42%). In Bio 121 50.6% passed in the fall and 49.2% passed in the spring, in Bio 226 58.5% passed in the fall and 55.4% passed in the spring, and in Bio 227 60.1% of students passed the assessment in the fall and 57.9% passed in the spring.



I: When we met as a department in September 2015 to discuss these results we realized that we did not have a strong culture of assessment in our department. Unless we kept repeating this specific critical thinking assessment again and again we would not be able to accurately measure the effectiveness of our interventions nor would we be able to conduct any long-term studies. Therefore, to help develop this culture in our department we chose to reformat our final exams in all biology courses and designate questions that assess critical thinking skills. At the end of each semester each class section will have an item analysis performed on their critical thinking assessment questions, and by doing so these data will be analyzed across each course offering to assess the success of future interventions.