

Department of Biology

Departmental Assessment Executive Summary for Academic Year 2005-2006

Outcome 1.1

Indicator 1.1: Although the department proposed giving exit exams to 6 courses (BIO 114, BIO 115, BIO 120, BIO 121, BIO 226, BIO 227) in the Fall of 2005 and Spring of 2006, the department made the decision to eliminate exit testing and instead replace this exam with a departmental final. The departmental final is no longer a pass or fail exam. Instead the results of these cumulative exams are included directly into the student's final grade. This decision was made to allow students to more clearly be aware of their actual performance on this exam. Knowing the exact percentage will allow a better indication of the material mastered by each of the students. Further, substantial changes were made to the BIO 121 exam. The results of all questions were analyzed and potentially modified based on student responses from the past year. The exam was also lengthened by about 18% to include covering an increased number of course objectives.

Outcome 2.1

Indicator 2.1.2 & 2.1.3: A survey was issued to BIO 121 students that would indicate their intent to enroll in BIO 226 & 227. The progression of these students are being tracked through the BIO 226 & 227 courses. The successful students will continue to be tracked at City College Allied Health Programs (Radiography, OTA, Nursing, etc..) to document their success in their chosen fields.

Outcome 3.1 & Outcome 4.1

Indicator 3.1.2 & 4.1.2: A student survey of group work experience and independent learning was distributed to BIO 114, BIO 115, BIO 120, BIO 121, BIO 226 and BIO 227 classes. Data needs to be analyzed to indicate if a majority of students are satisfied with their group experiences and if their abilities to work independently have improved.

Outcome 5.1

Indicator 5.1.3: A research paper was assigned in BIO 115 classes. Approximately 160 students submitted papers and nearly 80% of those students earned a grade of "C" or better.

Indicator 5.1.4: A random sample of laboratory work was collected from BIO 226 and BIO 227 and used to create a portfolio for each student. The portfolios are meant to help students improve their organizational skills, follow directions exactly as written and learn to follow through on lab work completely. These skills would be necessary for the medical professions. The portfolios were graded for accuracy, the ability to follow directions, spelling and completeness. As the semester progressed, there is evidence of a noticeable improvement in each of these areas. Data indicates the in BIO 226 87% of students earned a "C" or better and in BIO 227 85% of students earned a "C" or better. Both meet the department standard of a majority of students successfully completing the portfolio.

Outcome 2.1

Indicator 2.2.1: A random sample of results from laboratory practicals was collected from BIO 121, BIO 226 and MICRO 233 courses. Data indicates that in BIO 121 76% of students earned a "C" or better, in BIO 226 59.9% of students earned a "C" or better and in MICRO 233 83% of students earned a "C" or better. These results meet the department standard of a majority of students successfully completing the assignment.

Indicator 2.2.2: A random sample of results from laboratory reports was collected from BIO 114, BIO 115, BIO 121 and MICRO 233 lab courses. Data indicates that in BIO 114 84% of students earned a "C" or better, in BIO 115 90% of students earned a "C" or better, in BIO 121 91.7% of students earned a "C" or better, and in MICRO 233 88% of students earned a "C" or better. All percentages meet the department standard of a majority of students successfully completing this assignment.

Outcome 4.1

Indicator 4.1.1: Students utilized anatomical models in BIO 226 to increase their ability to become independent learners. Data indicates that a majority of students earned a grade of "C" or better on a lab practical that testing their knowledge of these models.

Other Assessment Developments

1) Biology 119 has begun the implementation of service learning in the classroom. Students are expected to complete a total of six contact hours and complete a paper describing their experience and relationship to course topic. To date, of the 84 students enrolled in BIO 119 in the spring and summer sessions, 95% has completed the requirements successfully. Proposed changes for the next academic year include the addition of one partner within the community and BIO 119 course instructors will become involved in the Center for Civic Engagement (CCE) that will be implemented at Wright College.

2) As a result of the data collected from the Community College Psychosocial Assessment in the spring, the biology department, in cooperation with the social science department, has proposed the implementation of a team taught course directed at addressing stress related issues that plague our students. The course will deal with both the psychological and physiological aspects of stress and anxiety.