

Biol AS Science

PLO	PLO Reflection (What were the strong points and weak points students demonstrated in the courses? What areas need more attention? What do your results show about student learning?)	PLO Action Plan (include timeline for implementation, key/responsible personnel, priority high/medium/low, status report/reflection on results of action plan)
Analyze and critically evaluate scientific information	Students demonstrate skills in critically evaluating certain types of data. In both lecture and lab work, students benefit from teamwork and group projects as the learn communication, organizational, leadership, cooperation, accurate data reporting, responsibility and accountability	In the future, we will incorporate new exercises with a broader scope of topics and more lab exercises that include application of information
Synthesize multiple concepts, integrating and connecting scientific information	In all cases, the results met or exceed the target. Since these are higher level biology courses, students will have had pre-reqs where they may have emphasized study skills and synthesizing information in a more scientific way. This may have effected our results.	We will continue to encourage dialogue versus debate in our discussion of scientific concepts and issues. In our next analysis, we will be reviewing results from courses that may not have science pre-reqs and the results may be varied from what was determined this time.
Properly use scientific equipment, following appropriate safety guidelines	Evaluation of sources error has improved in our courses with more discussion in lab reports (see grading rubric for formal lab reports BIOL 1A/1B). Student still need practice utilizing the microscopes correctly.	As a result of this assessment, we have introduced microscope quizzes that students have to pass before using the microscope in BIOL 1A and 1B. We are encouraging other faculty to incorporate a similar quiz into their courses as well.