

**ASSESSMENT REPORT
CENTRAL NEW MEXICO COMMUNITY COLLEGE**

The purpose of this form is to provide a written summary of your assessment results for the current assessment cycle.

Fall 2011-Spring 2012

(Assessment Period Covered)

June 15th, 2012

(Date Report Submitted)

Choose ONE of the following 3 areas for this assessment report and insert the name of the general education area, certificate, degree or discipline on the appropriate line:

See definitions for each category in Assessment Process document

Gen Ed Area (see definitions)	<u>Lab Science</u>	or	Program	<u>Biology Degree</u>
AA/AS	<input type="checkbox"/>		Certificate	<input type="checkbox"/>
AAS	<input type="checkbox"/>		AA/AS	<input checked="" type="checkbox"/>
			AAS	<input type="checkbox"/>
Or Discipline Area (see definitions)	_____			
Outcome(s) assessed: BIOLOGY DEGREE OUTCOMES AND GEN ED OUTCOMES: D1. Explain the significance and central importance of metabolic pathways in cellular function. GE2/D2. Apply the scientific method to formulate questions, analyze information /data and draw conclusions. D8. Recognize the impact of scientific applications in a global context. GE6. Relate science to personal, social or global impact. D4. Integrate concepts drawn from cellular and organismal biology with evolutionary adaptations. GE4/D3. Identify and use mathematical methods to model biological systems. GE2/D2. 2. Apply the scientific method to formulate questions, analyze information/data and draw conclusions .				

Classes/Cohort Assessed:
BIO 1610/1692 Genetics

Measurement tool(s):
BIO 1610/1692 assessment tools 1 and 2

Type of tool (for each tool listed above, indicate type of tool):

The tool is a direct type tool.

Achievement Target (if more than one measurement tool, list target for each tool separately):

The target is correct responses by 70% of students.

Assessment Results/Findings (if more than one measurement tool, list results for each tool separately):

BIOLOGY DEGREE OUTCOMES AND GEN ED OUTCOMES:

D1. Explain the significance and central importance of metabolic pathways in cellular function.
(Fall 2011 and Spring 2012 average 82.5%)

GE2/D2. Apply the scientific method to formulate questions, **analyze information**/data and draw conclusions.

(Spring 2012 98.39%)

GE2/D2. Apply the scientific method to formulate questions, analyze information/data and **draw conclusions**.

(Spring 2012 88.71%)

D8. Recognize the impact of scientific applications in a global context.

(Fall 2011 and Spring 2012 average 89.83%)

GE6. Relate science to personal, social or global impact.

(Fall 2011 and Spring 2012 average 89.83%)

D4. Integrate concepts drawn from cellular and organismal biology with evolutionary adaptations.

(Fall 2011 and Spring 2012 average 67.20%)

GE4/D3. Identify and use mathematical methods to model biological systems.

(Spring 2012 93.55%)

GE2/D2. 2. Apply the scientific method to formulate questions, analyze information/data and draw conclusions.

(Spring 2012 98.39%)

Action Plan (close the loop): NA

**CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT – Part II
Action Plan & Assessment Plan Update**

The purpose of this form is to provide a written summary of your assessment action plan for the designated assessment cycle and provide an updated assessment cycle plan for the current 5-year cycle

Fall 2011-Spring 2012 _____

09/30/12 _____

(Report Period)

(Date Report Submitted)

Susan Johnson/sjohnson@cnm.edu/224-4000 ext 50102 _____

(Contact Person/email/phone)

Indicate **ONE** of the following 3 areas for this assessment report and insert the name of the general education area, certificate, degree or discipline on the appropriate line:

See definitions for each category in Assessment Process document

<p>Gen Ed Area (see definitions) _____</p> <p>AA/AS <input type="checkbox"/></p> <p>AAS <input type="checkbox"/></p>	or	<p>Program <u>Biology degree</u></p> <p>Certificate <input type="checkbox"/></p> <p>AA/AS <input checked="" type="checkbox"/></p> <p>AAS <input type="checkbox"/></p>
<p>Or Discipline Area (see definitions) _____</p>		

Data Results Period upon which this Action Plan is based (period which ended 6/30/xx): 8/29/11-6/30/12

Action Plan (close the loop):
BIO 1610/1692 Action Plan:
 Student performance on only one question on the assessment tool was below 70%. That question assessed degree outcome 4: “Integrate concepts drawn from cellular and organismal biology with evolutionary adaptations”. Students answered correctly 67.2% of the time. We plan to emphasize evolutionary adaptations at the cellular level in future lectures.

Since BIO 1610/1692 is also a GEN ED course we plan to include a mitotic index activity in order to satisfy GEN ED outcome 3. This will likely begin in Spring 2013.

ASSESSMENT PLAN

The assessment plan includes three parts:

1. **The plan description** (This should be a brief written description of the assessment plan(s) for the area/certificate/degree/discipline. If all outcomes are not shown in item #3 below as assessed in the 5 year cycle, this description must include information about their eventual assessment)
2. **The student learning outcomes for the area/program/discipline** for the 5 year cycle.
3. **The assessment cycle timeline**

1 Plan Description

In BIO 1610/1692 BIO degree outcomes, with the exception of degree outcomes 5 and 7, are assessed by a student activity that includes several questions.

In Fall 2012 and Spring 2013 we will begin to assess degree outcomes in BIO 2410/2492 and 2510/2592, respectively.

- 2 Provide the list of current student learning outcomes for this area or program (you may add more lines if necessary by right clicking and choosing insert row below):

1	Explain the significance and central importance of metabolic pathways in cellular function.
2	Apply the scientific method to formulate questions, analyze information/data and draw conclusions.
3	Identify and use mathematical methods to model biological systems.
4	Integrate concepts drawn from cellular and organismal biology with evolutionary adaptations.
5	Model ecological patterns.
6	Communicate effectively.
7	Collaborate with peers to accomplish tasks.
8	Relate science to personal, social or global impact.

3 Assessment Cycle timeline for the above student learning outcomes for the next five years.

Outcome #	When Measured	Where measured (i.e. what course(s))	Measurement tool(s) & Type of tool
1	Every term Fall 2012 Spring 2013	BIO 1610/1692 BIO 2410/2492 BIO 2510/2592	Student project Not yet developed Not yet developed
2	Every term Fall 2012 Spring 2013	BIO 1610/1692 BIO 2410/2492 BIO 2510/2592	Student project Not yet developed Not yet developed
3	Every term Fall 2012 Spring 2013	BIO 1610/1692 BIO 2410/2492 BIO 2510/2592	Student project Not yet developed Not yet developed
4	Every term Fall 2012 Spring 2013	BIO 1610/1692 BIO 2410/2492 BIO 2510/2592	Student project Not yet developed Not yet developed
5	Fall 2012 Spring 2013	BIO 2410/2492 BIO 2510/2592	Not yet developed Not yet developed
6	Every term Fall 2012 Spring 2013	BIO 1610/1692 BIO 2410/2492 BIO 2510/2592	Student project Not yet developed Not yet developed
7	Fall 2012 Spring 2013	BIO 2410/2492 BIO 2510/2592	Not yet developed Not yet developed
8	Every term Fall 2012 Spring 2013	BIO 1610/1692 BIO 2410/2492 BIO 2510/2592	Student project Not yet developed Not yet developed