

# Section Innovation Plan

## Action Plan Report by Response

Biology

Date: 10/12/2017

Status: Not Started

Status Summary:

### Summary

Term	Total Actions	Completed Actions	Incomplete Actions	Resource Requests
Fall 2016	190	150	40	9
Spring 2016	190	140	50	4

### Detail by Response

Section Level Responses					
Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
SCI >> Biology >> BIOL1500 >> Section 40 - Fall 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	I think almost all of them developed a better understanding of biology and science. Those that participated and put time into the class did well on their SLOs. They do very well on the powerpoint assignment SLO.	2017-01-11	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	They struggle with the amount of work required to advance from the basic course requirements to the higher-level concepts. It is an online class and they just do not participate like they would in a face-to-face. It requires a lot of self motivation. A very small percentage reaches out to me by email or office hours even though I implore them to. Almost all of the students that did poorly on their SLOs did not give a consistent effort during the course.	2017-01-11	
What additional information did you glean from your findings?	Reflection	Anonymous	Just added motivation to increase their mastery of SLOs. These results help me link my thoughts together with a class on "online delivery" that I just took. I need to find outside resources for students to get them to become more engaged and interested in the course. This will require time and budgetary money to accomplish.	2017-01-11	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Exam questions. Student Power Point Project.	2017-01-11	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
How might your findings relate to program improvement?	Reflection	Anonymous	They may indicate which areas we need to focus on more in order to reach the SLOs. Compare and share techniques used to meet the SLOs.	2017-01-11	
What professional development activities would assist you in improving your course or program?{(	Reflection	Anonymous	<p>Technology.</p> <p>Different teaching methodologies across disciplines.</p> <p>Workshops with others in science to be sure we are preparing our students adequately.</p> <p>Departmental retreats to discuss our teaching methodology and our program goals.</p> <p>Teaching critical thinking skills to students.</p> <p>I would like to see that the Professional Development committee offer an online Curriculum Development track during in-service. I would also like to explore online tutoring either through a platform generated and ran by Taft College or an alternate platform that is specific to life science. I am assuming that this would be explored by the Distance Learning department.</p> <p>I would like to attend a conference that is specific to instruction of Life Science online courses. I have yet to attend a conference that is specific to Introductory Biology and teaching it online. I currently do not have the budget to attend a conference and would need to seek outside funds to do so.</p>	2017-01-11	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	<p>The basics of how to stay engaged in an online course. Many of my students have never taken an online course. I feel like another voice could help guide them through the process.</p> <p>I do provide a lot of basic study skills in general and for an online course, but many do not use it.</p> <p>Tutoring mainly, but only if there are tutors specific to biology. It would be fantastic if we had a cyber tutor.</p> <p>I would also like to explore a web-based resource that provides tutorials for students. This may come at a cost, which means extra budgetary funds would be necessary. I have seen some amazing tutorials from textbook companies.</p> <p>I would like to explore providing a workshop for students to understand scientific writing and the resources available in the library to complete research assignments.</p>	2017-01-11	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	<p>Simplifying the process.</p> <p>Individual training on how to do SLOs with Brandy has helped me a lot as well as the SLO day during in-service.</p> <p>Online students would benefit from lecture videos. I would be interested in producing lecture videos for this course during the summer for compensation. I would need assistance with producing these videos and closed-captioning them.</p> <p>We desperately need a cyber tutor or an another online resource that provides tutorials in Life Science.</p>	2017-01-11	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	Engaging them more with a greater variety of techniques. And having more real-world examples. I already send a lot of emails to encourage them. The important part is to keep emailing them when they miss assignments. I have been doing more Zoom (Skype-like program) and recorded videos of myself showing them how to navigate the webpage and that is helping. So I will continue to implement these tools. I will also explore the idea of making peer reviews a requirement for full credit in the discussions.	2017-01-11	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	I will talk to others in my department about improving the course. I also plan to meet with the experts with SLOs on my campus. I would also like to collaborate with the other online instructors to produce a workshop that our students can attend to become better at research and presenting scientific topics. This workshop may need to take place on a Saturday or evening so that it is more appealing to the students we are trying to capture. Due to the fact that all of our science teachers are currently teaching on overload, we may need to explore some form of compensation for the instructor(s) that would be hosting this workshop.	2017-01-11	
SCI >> Biology >> BIOL1500 >> Section 40 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	I think almost all of them developed a better understanding of biology and science.	2016-10-05	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	They struggle with the amount of work required to advance from the basic course requirements to the higher-level concepts. It is an online class and they just do not participate like they would in a face-to-face. Some do not realize that it is a "real college course" and aren't willing to put in the time. They just don't participate in the discussions like they should.	2016-10-05	
What additional information did you glean from your findings?	Reflection	Anonymous	Added motivation to increase their mastery of SLOs. These results help me link my thoughts together with the classes on "online delivery" that I have taken. I'm analyzing if my newly implemented engagement techniques are working. They are, but we can always do better.	2016-10-05	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Exam questions and final grades.	2016-10-05	
How might your findings relate to program improvement?	Reflection	Anonymous	They may indicate which areas we need to focus on more in order to reach the SLOs. Compare and share techniques used to meet the SLOs.	2016-10-05	
What professional development activities would assist you in improving your course or program?	Reflection	Anonymous	Online course delivery. Technology.	2016-10-05	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Tutoring mainly, but only if there are tutors specific to biology. Just the basics of how to stay engaged in an online course. Many of my students have never taken an online course. I feel like another voice could help guide them through the process. I do provide a lot of basic study skills in general and for an online course, but many do not use it.	2016-10-05	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	Simplifying the process. I always talk with Brandy in order to make sure I'm on the right track. She helps.	2016-10-05	
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	Engaging them more with a greater variety of techniques. And having more real-world examples. I already send a lot of emails to encourage them and use zoom to interact to really get them involved and connected.	2016-10-05	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	I will talk to others in my department about improving the course. I also plan to meet with the experts with SLOs on my campus.	2016-10-05	
SCI >> Biology >> BIOL1500 >> Section 41 - Fall 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	For the most part, the students that participated in the weekly discussion boards, showed evidence of research prior to responding. One of the features on Canvas is to prevent students from previewing or responding to their peers' discussion posts until they themselves have responded to the discussion topic. This feature forced the students to investigate the topic on their own and utilize the content resources in order to provide a relevant response to the topic. The large majority of students participating in the weekly discussions showed adequate critical thinking skills and effort in their responses.	2017-01-10	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	Students that enroll in Fundamentals of Biology online are unable to fully understand the course content because learning the material is all self-driven. Instructing students online is very challenging because two-way communication rarely takes place. Very few students emailed questions regarding the content or clarification of the information they were studying independently. This is the most frustrating aspect of being an online instructor. The only regular communication that occurs is through the weekly discussion boards. I post announcements on a regular basis to remind students of deadlines and to inform them of important information, but I still have students that fail to complete assignments or reach out for assistance. It is clear that online students have a false perception of the rigor of an online science course. Their preparation for examinations was inadequate as evidenced by the low scores on tests. Students waited until the last possible minute to post to the discussion boards making it very difficult to get students to engaged with one another or allow me enough time to respond with comments that might make the information they are learning a little easier to comprehend. Therefore, interaction with those students was extremely limited and did not allow for adequate time to address misconception or misunderstanding of concepts. Although it seems that most students in the course enjoyed doing the PowerPoint Project, many demonstrated inadequate abilities to effectively research a topic and present information relevant to their theme. Students also proved to be unfamiliar with the proper format to cite valid scientific resources.	2017-01-10	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What additional information did you glean from your findings?	Reflection	Anonymous	Online students are disengaged no matter how much you try to communicate with them. Rarely do online students seek out extra help! I need to find outside resources for students to get them to become more engaged and interested in the course. This will require time and budgetary money to accomplish.	2017-01-10	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Weekly discussion boards, vocabulary assignments, examinations and a life science PowerPoint presentation.  During this cycle for reporting purposes, I used the PowerPoint Project to assess student mastery of SLO's. Students were required to pick a Life Science related topic and present their research in the form of a PowerPoint Presentation.	2017-01-10	
How might your findings relate to program improvement?	Reflection	Anonymous	Students must accept that online courses are simply convenient but not an easier version of the face to face courses. Once online students understand that they are held to the same expectations, the level of mastery will increase. However, I don't want to put all the blame solely on the lack of student motivation/participation. The online Life Science instructors need to come up with more innovated ideas to engage the students and spark their interest so that participation is voluntary rather than required.	2017-01-10	
What professional development activities would assist you in improving your course or program?()	Reflection	Anonymous	I would like to see that the Professional Development committee offer an online Curriculum Development track during in-service. I would also like to explore online tutoring either through a platform generated and ran by Taft College or an alternate platform that is specific to life science. I am assuming that this would be explored by the Distance Learning department. I would like to attend a conference that is specific to instruction of Life Science online courses. I have yet to attend a conference that is specific to Introductory Biology and teaching it online. I currently do not have the budget to attend a conference and would need to seek outside funds to do so.	2017-01-10	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	I am available for office hours and by email for student contact. There are biology tutors on campus that online students can utilize but most students are taking online courses because they do not want to come to campus or they cannot come to campus. It would be fantastic if we had a cyber tutor. I would also like to explore a web-based resource that provides tutorials for students. This may come at a cost, which means extra budgetary funds would be necessary. As mentioned about, I would like to explore providing a workshop for students to understand scientific writing and the resources available in the library to complete research assignments.	2017-01-10	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	Online students would benefit from lecture videos. I currently do not teach face to face for this course an therefore do not have time during the normal semester to make video lectures. I would be interested in producing lecture videos for this course during the summer for compensation. I would need assistance with producing these videos and closed-captioning them. We desperately need a cyber tutor or an another online resource that provides tutorials in Life Science.	2017-01-10	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	<p>There is not much wiggle room for changes in this course as it must maintain the rigor of a face-to-face course. I will continue to be conscientious about giving students frequent reminders about the deadlines for assignments and examinations. I will do a better job of finding up to date scientific news that is relevant to the information students are learning on a weekly basis. Perhaps this might make students more engaged and interested in the course. I will also increase communication with students regarding their activity and standing in the course.</p> <p>The grading for discussions boards will be altered to encourage students to post earlier in the week so that I will have adequate time to comment as well as their peers. I will also explore the idea of making peer reviews a requirement for full credit. Perhaps if all of the students understand that they are required to review other discussion boards, it will give them the motivation to post early in the week. This will benefit students because it will allow others to pass on information and also give me the opportunity to clarify information prior to examinations.</p> <p>I will explore the idea of offering a workshop on campus to review the rubric and guidelines for the PowerPoint project. I would to use this workshop to discuss viable scientific resources, proper citation guidelines and PowerPoint formats.</p>	2017-01-10	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	<p>I have had lengthy conversations with my department members with regards to course improvement. We are constantly trying to find ways to engage students and increase SLO mastery. I would like to brainstorm with my colleagues and come up with a solution to improve online participation.</p> <p>I would also like to collaborate with the other online instructors to produce a workshop that our students can attend to become better at research and presenting scientific topics. This workshop may need to take place on a Saturday or evening so that it is more appealing to the students we are trying to capture. Due to the fact that all of our science teachers are currently teaching on overload, we may need to explore some form of compensation for the instructor(s) that would be hosting this workshop.</p>	2017-01-10	
SCI >> Biology >> BIOL1500 >> Section 41 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection		No Action Taken		
Briefly describe where your students demonstrated gaps in their learning.	Reflection		No Action Taken		
What additional information did you glean from your findings?	Reflection		No Action Taken		
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection		No Action Taken		
How might your findings relate to program improvement?	Reflection		No Action Taken		
What professional development activities would assist you in improving your course or program?{(	Reflection		No Action Taken		

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources		No Action Taken		
Please list any additional technology or resources would improve SLO results?	New Resources		No Action Taken		
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions		No Action Taken		
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions		No Action Taken		
SCI >> Biology >> BIOL1500 >> Section 42 - Fall 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection		No Action Taken		
Briefly describe where your students demonstrated gaps in their learning.	Reflection		No Action Taken		
What additional information did you glean from your findings?	Reflection		No Action Taken		
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection		No Action Taken		
How might your findings relate to program improvement?	Reflection		No Action Taken		
What professional development activities would assist you in improving your course or program?{(	Reflection		No Action Taken		
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources		No Action Taken		
Please list any additional technology or resources would improve SLO results?	New Resources		No Action Taken		
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions		No Action Taken		
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions		No Action Taken		
SCI >> Biology >> BIOL1500 >> Section 42 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	For the most part the students that participated, wrote well, though-out responses to the weekly discussion questions. Based on student responses it was evident that they were using references to support their posts to the weekly discussion questions and to the posts of their peers.	2016-08-16	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	Students that enroll in Fundamentals of Biology online are unable to fully understand the course content because learning the material is all self-driven. Students rarely emailed questions regarding the content or clarification of the information they were studying independently. It is clear that online students have a false perception of the rigor of an online science course. Their preparation for examinations was inadequate as evidenced by the consistently low scores on tests. Students waited until the last possible minute to post to the discussion boards making it very difficult to get students to engaged with one another or allow me enough time to respond with comments. Therefore, interaction with those students was extremely limited and did not allow for adequate time to address misconception or misunderstanding of concepts.	2016-08-16	
What additional information did you glean from your findings?	Reflection	Anonymous	Online students are disengaged no matter how much you try to communicate with them. Rarely do online students seek out extra help!	2016-08-16	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Weekly discussion boards, vocabulary assignments, examinations and PowerPoint presentation.	2016-08-16	
How might your findings relate to program improvement?	Reflection	Anonymous	Students must accept that online courses are simply convenient but not an easier version of the face to face courses. Once online students understand that they are held to the same expectations, the level of mastery will increase.	2016-08-16	
What professional development activities would assist you in improving your course or program? (	Reflection	Anonymous	I would like to see that the Professional Development committee offer a Curriculum Development track during in-service. I would also like to explore online tutoring either through a platform generated and ran by Taft College or an alternate platform that is specific to life science.	2016-08-16	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	I am available for office hours and by email for student contact. There are biology tutors on campus that online students can utilize but most students are taking online courses because they do not want to come to campus or they cannot come to campus. It would be fantastic if we had a cyber tutor.	2016-08-16	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	Online students would benefit from lecture videos. It would be fantastic if a Life Science professor could be compensated for developing digital copies of the lectures given in the Face-To-Face Fundamentals of Biology sections.	2016-08-16	
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	There is not much wiggle room for changes in this course as it must maintain the rigor of a face-to-face course. I will continue to be conscientious about giving students frequent reminders about the deadlines for assignments and examinations. The format for discussion boards will be altered to require students to peer review to earn full credit. Perhaps if all of the students understand that they are required to review other discussion boards, it will give them the motivation to post early in the week. This will benefit students because it will allow others to pass on information and also give me the opportunity to clarify information prior to examinations.	2016-08-16	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	I have had lengthy conversations with my department members with regards to course improvement. We are constantly trying to find ways to engage students and increase SLO mastery.	2016-08-16	
SCI >> Biology >> BIOL1500 >> Section 43 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Many of them developed a better understanding of biology and science.	2016-10-05	



Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	It is an online class and they just do not participate like they would in a face-to-face. They do not realize that it is a "real college course." This was the most apathetic bunch I've seen even with numerous attempts to engage them.	2016-10-05	
What additional information did you glean from your findings?	Reflection	Anonymous	This section was completely different compared to my other section of this course, even though they were taught completely the same. This shows how data can be skewed. These students just stopped participating or did not put in the effort.	2016-10-05	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Exams and final grades.	2016-10-05	
How might your findings relate to program improvement?	Reflection	Anonymous	They may indicate which areas we need to focus on more in order to reach the SLOs. Especially for an online class.	2016-10-05	
What professional development activities would assist you in improving your course or program?{(	Reflection	Anonymous	Online course delivery.	2016-10-05	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Just the basics of how to stay engaged in an online course. Many of my students have never taken an online course. I feel like another voice could help guide them through the process. I do provide a lot of basic study skills in general and for an online course, but many do not use it.	2016-10-05	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	Simplifying the process. Brandy always helps me.	2016-10-05	
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	Engaging them more with a greater variety of techniques. And having more real-world examples. I already send a lot of emails to encourage them. Perhaps some Skype interaction to really get them involved and connected.	2016-10-05	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	Mostly just how different sections can be. We often discuss that in our program review. And a class like this shows it.	2016-10-05	
SCI >> Biology >> BIOL1510 >> Section 20 - Fall 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	I think ALL of them developed a better understanding of biology and science. It was a very special class and they also learned to enjoy biology. Also, they learned how attitude goes a long way in developing critical thinking skills. Most do well with the more basic SLOs 1 and 2.	2017-01-11	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	Some of them struggled with the amount of work required to advance from the basic course requirements to the higher-level concepts and critical thinking (SLO 3). Most of them put in the time and effort to build that knowledge while others never tried hard enough to move past the basic level. I make many attempts to engage them during the semester but some lack the discipline to stay with it.	2017-01-11	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What additional information did you glean from your findings?	Reflection	Anonymous	Added motivation to increase their mastery of SLOs. I need to find outside resources for students to get them to become more engaged and interested in the course. This will require time and budgetary money to accomplish.	2017-01-11	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Exam questions.	2017-01-11	
How might your findings relate to program improvement?	Reflection	Anonymous	They may indicate which areas we need to focus on more in order to reach the SLOs. Compare and share techniques used to meet the SLOs.	2017-01-11	
What professional development activities would assist you in improving your course or program?()	Reflection	Anonymous	Technology. Different teaching methodologies across disciplines. Workshops with others in science to be sure we are preparing our students adequately. Departmental retreats to discuss our teaching methodology and our program goals. Teaching critical thinking skills to students. I would also like to explore online tutoring either through a platform generated and ran by Taft College or an alternate platform that is specific to life science. I am assuming that this would be explored by the Distance Learning department. I would like to attend a conference that is specific to instruction of Life Science online courses. I have yet to attend a conference that is specific to Introductory Biology.	2017-01-11	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Tutoring mainly, but only if there are tutors specific to biology. Basic study skills and how to do critical thinking. What it takes to be a professional and how it would benefit them I am available for office hours and by email for student contact. I am currently working on hiring a tutor for biology so I am hoping that helps. I would also like to explore a web-based resource that provides tutorials for students. This may come at a cost, which means extra budgetary funds would be necessary.	2017-01-11	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	Simplifying the process. I think the only thing would be individual training on how to do SLOs. I did talk with Brandy this summer and will continue to do so in order to make sure I'm on the right track. We could use a cyber tutor or another online resource that provides tutorials in biology.	2017-01-11	
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	Engaging them more with a greater variety of techniques. And having more real-world examples. Including more time on how to do critical thinking and why it is so important to their future.	2017-01-11	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	I will talk to others in my department about improving the course. I also plan to meet with the experts with SLOs on my campus.	2017-01-11	
SCI >> Biology >> BIOL1510 >> Section 20 - Spring 2016					

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	The students had a better understanding of how to read DNA/RNA strands as well as how translation works.	2016-07-21	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	Some students were unable to grasp how codons are paired in groups of three and in some cases they did not understand what an amino acid is.	2016-07-21	
What additional information did you glean from your findings?	Reflection	Anonymous	Students who did the DNA worksheet on their own, instead of as a group, tended to do better on the exam.	2016-07-21	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	The test had a few stretches of DNA that the students would need to find the start codon, and then translate the rest of the message using a codon chart.	2016-07-21	
How might your findings relate to program improvement?	Reflection	Anonymous	get rid of models that are confusing to students, either get new ones or use something else.	2016-07-21	
What professional development activities would assist you in improving your course or program?()	Reflection	Anonymous	more field trips	2016-07-21	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	tutoring would be of great help. visiting during office hours.	2016-07-21	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	additional models, computer work	2016-07-21	
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	We have been using DNA/RNA models that are at least 20 years old and can be very confusing to some students. I would recommend finding and getting different models that are easier for the students to understand.	2016-07-21	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	try to find a different DNA model	2016-07-21	
SCI >> Biology >> BIOL1510 >> Section 21 - Fall 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Students demonstrated strengths in their learning when they were able to analyze the results or outcome of a lab.	2016-12-15	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	Students struggle with the vocabulary in biology.	2016-12-15	
What additional information did you glean from your findings?	Reflection	Anonymous	Students learning gaps can be narrowed by using hands on activities and inquiry activities.	2016-12-15	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Unit lab and lecture exam, written response and multiple choice.	2016-12-15	
How might your findings relate to program improvement?	Reflection	Anonymous	N/A	2016-12-15	
What professional development activities would assist you in improving your course or program?()	Reflection	Anonymous	N/A	2016-12-15	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	I feel that the students have access to all of the resources and assistance they need.	2016-12-15	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	N/A	2016-12-15	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	I think the course is well written.	2016-12-15	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	N/A	2016-12-15	
SCI >> Biology >> BIOL1510 >> Section 21 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection		No Action Taken		
Briefly describe where your students demonstrated gaps in their learning.	Reflection		No Action Taken		
What additional information did you glean from your findings?	Reflection		No Action Taken		
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection		No Action Taken		
How might your findings relate to program improvement?	Reflection		No Action Taken		
What professional development activities would assist you in improving your course or program?{(	Reflection		No Action Taken		
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources		No Action Taken		
Please list any additional technology or resources would improve SLO results?	New Resources		No Action Taken		
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions		No Action Taken		
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions		No Action Taken		
SCI >> Biology >> BIOL1510 >> Section 22 - Fall 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	The students grasped the scientific method. Their strength was in the laboratory where they were beginning to appreciate that science is a process.	2017-01-12	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	A number were seriously lacking in study skills. Some students did not know simple facts. Others memorized the facts but were not able to apply them to understand more complex concepts.	2017-01-12	
What additional information did you glean from your findings?	Reflection	Anonymous	There is a lack of motivation on the part of some students.	2017-01-12	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Exam questions	2017-01-12	
How might your findings relate to program improvement?	Reflection	Anonymous	SLOs may help identify student weaknesses. This would allow us to focus on those areas.	2017-01-12	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What professional development activities would assist you in improving your course or program?{(	Reflection	Anonymous	Department retreats to discuss teaching pedagogy Finding online resources to assist students	2017-01-12	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Tutoring would be a great help. In addition to biology-specific tutoring, study skills tutoring would greatly benefit many students.	2017-01-12	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	Peer tutoring Online resources (tutoring)	2017-01-12	
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	For many, this class is a chore, a general education requirement that must be taken. They have no interest in biology and no motivation. I try and engage them with real world examples to demonstrate that biology plays an important role in their lives. I shall continue to do that and am striving to find more stimulating and interesting examples.	2017-01-12	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	My colleagues and I converse throughout the semester. A the end of the semester, we meet to discuss how the semester went.	2017-01-12	
SCI >> Biology >> BIOL1510 >> Section 22 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection		No Action Taken		
Briefly describe where your students demonstrated gaps in their learning.	Reflection		No Action Taken		
What additional information did you glean from your findings?	Reflection		No Action Taken		
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection		No Action Taken		
How might your findings relate to program improvement?	Reflection		No Action Taken		
What professional development activities would assist you in improving your course or program?{(	Reflection		No Action Taken		
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources		No Action Taken		
Please list any additional technology or resources would improve SLO results?	New Resources		No Action Taken		
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions		No Action Taken		
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions		No Action Taken		
SCI >> Biology >> BIOL1510 >> Section 23 - Spring 2016					

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Understanding the shape of the DNA double helix ; Transcription - converting DNA to mRNA	2016-07-26	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	Translation - going from the nucleotide code to the amino acid code	2016-07-26	
What additional information did you glean from your findings?	Reflection	Anonymous	Students needed this lab to fully understand the concepts taught in lecture. This lab allowed them to go from an abstract idea to a concrete model. It allowed them to see how it actually worked.	2016-07-26	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	They were given a nucleotide sequence and asked to draw the gene strand and the coding strand. Additionally, they were asked to figure out what the amino acid sequence of that strand would be.	2016-07-26	
How might your findings relate to program improvement?	Reflection	Anonymous	Get the 3D models to see if that helps	2016-07-26	
What professional development activities would assist you in improving your course or program?()	Reflection	Anonymous	Time to reflect on how best to implement a change	2016-07-26	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Tutoring would be of real benefit to the students.	2016-07-26	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	3D models	2016-07-26	
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	New 3D models. The current models are 2D.	2016-07-26	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	Talk with my colleague, Greg Golling about getting some 3D models.	2016-07-26	
SCI >> Biology >> BIOL1513 >> Section 20 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	I think ALL of them developed a better understanding of environmental science and science. It was a very special class and they also learned to enjoy biology. Also, they learned how attitude goes a long way.	2016-10-05	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	Some of them struggled with the amount of work required to advance from the basic course requirements to the higher-level concepts and critical thinking. Most of them put in the time and effort to build that knowledge while others never tried hard enough to move past the basic level	2016-10-05	
What additional information did you glean from your findings?	Reflection	Anonymous	Just added motivation to increase their mastery of SLOs.	2016-10-05	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Exam questions, final grades, and oral presentation.	2016-10-05	
How might your findings relate to program improvement?	Reflection	Anonymous	They may indicate which areas we need to focus on more in order to reach the SLOs.	2016-10-05	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What professional development activities would assist you in improving your course or program?{(	Reflection	Anonymous	Workshops with others in science to be sure we are preparing our students adequately. Departmental retreats to discuss our teaching methodology and our program goals.	2016-10-05	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Tutoring mainly, but only if there are tutors specific to biology. Basic study skills and how to do critical thinking. What it takes to be a professional and how it would benefit them.	2016-10-05	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	Simplifying the process. Brandy helps.	2016-10-05	
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	Engaging them more with a greater variety of techniques. And having more real-world examples. Including more time on how to do critical thinking and why it is so important to their future.	2016-10-05	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	I will talk to others in my department about improving the course. I also plan to meet with the experts with SLOs on my campus.	2016-10-05	
SCI >> Biology >> BIOL1513 >> Section 21 - Fall 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection		No Action Taken		
Briefly describe where your students demonstrated gaps in their learning.	Reflection		No Action Taken		
What additional information did you glean from your findings?	Reflection		No Action Taken		
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection		No Action Taken		
How might your findings relate to program improvement?	Reflection		No Action Taken		
What professional development activities would assist you in improving your course or program?{(	Reflection		No Action Taken		
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources		No Action Taken		
Please list any additional technology or resources would improve SLO results?	New Resources		No Action Taken		
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions		No Action Taken		
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions		No Action Taken		
SCI >> Biology >> BIOL2201 >> Section 20 - Fall 2016					

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Strengths were seen in developing methodologies and research techniques.	2016-12-15	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	Two big areas: statistical analysis and developing an introduction through background research.	2016-12-15	
What additional information did you glean from your findings?	Reflection	Anonymous	Many student have very poor reading and writing skills.	2016-12-15	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	The students conducted research projects - developed hypotheses, tests, recorded and analyzed (some of them) data. The students were also required to perform background research in journal databases. The research was then written up as a scientific paper.	2016-12-15	
How might your findings relate to program improvement?	Reflection	Anonymous	At least offering the students more in the way of tutoring and specialized help should give them advantages that they did not have before. These advantages should translate into greater understanding/proficiency as well as higher success rates.	2016-12-15	
What professional development activities would assist you in improving your course or program?{(	Reflection	Anonymous	None.	2016-12-15	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Research reports are written in a different manner in the sciences than in English courses. It might be helpful to have an INCO specifically geared towards the sciences. As far as stats goes, we only cover the 95% CI, which can be done from any excel program. My guess is that they just don't feel comfortable with it. Tutoring for the sciences in these areas would be a big help.	2016-12-15	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	Having a science tutor would be a great start.	2016-12-15	Name: Science Tutor Detail: We have not had a science tutor in several years. The only tutors that we have had during this time are a few student tutors, who are usually only here for 1 semester of work. We have tutors for math and English. In the sciences there are several areas: biology, chemistry, physics, and geology. None of these areas has additional support staff in this regard. Status: Pending
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	Might need to set aside a lab period to go over their own data and analysis. Many of the students did not include a statistical analysis in their paper, even though they were told to do so and it was explicitly stated on the directions. My guess is that they did not feel comfortable doing the statistical analysis and, therefore, just left it off. Would also need to show them how to screen through existing research to find evidence their addresses their conclusions.	2016-12-15	



Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	I would like to speak to our librarian about an INCO for science majors. I would also like to get a science tutor that could help the students when the science instructors are not available.	2016-12-15	
SCI >> Biology >> BIOL2202 >> Section 20 - Fall 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	I think ALL of them developed a better understanding of zoology, biology and science. It was a special class with an overall high maturity level and a genuine love of zoology for the most part. Most do well with the more basic SLOs 1 and 2.	2017-01-11	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	Some of them struggled with the amount of work required to advance from the basic course requirements to the higher-level concepts and critical thinking (SLO 3). Most of them put in the time and effort to build that knowledge while others never tried hard enough to move past the basic level. I make many attempts to engage them during the semester but some lack the discipline to stay with it.	2017-01-11	
What additional information did you glean from your findings?	Reflection	Anonymous	Added motivation to increase their mastery of SLOs. I need to find outside resources for students to get them to become more engaged and interested in the course. This will require time and budgetary money to accomplish.	2017-01-11	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Exam questions.	2017-01-11	
How might your findings relate to program improvement?	Reflection	Anonymous	They may indicate which areas we need to focus on more in order to reach the SLOs. Compare and share techniques used to meet the SLOs.	2017-01-11	
What professional development activities would assist you in improving your course or program?()	Reflection	Anonymous	Technology. Different teaching methodologies across disciplines. Workshops with others in science to be sure we are preparing our students adequately. Departmental retreats to discuss our teaching methodology and our program goals. Teaching critical thinking skills to students. I would like to attend a conference that is specific to instruction of zoology and field biology courses. I have yet to attend a conference that is specific to Introductory Biology.	2017-01-11	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Tutoring mainly, but only if there are tutors specific to biology and zoology. Basic study skills and how to do critical thinking. What it takes to be a professional and how it would benefit them. I would also like to explore a web-based resource that provides tutorials for students. This may come at a cost, which means extra budgetary funds would be necessary.	2017-01-11	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	Simplifying the process. I think the only thing would be individual training on how to do SLOs. I did talk with Brandy this summer and will continue to do so in order to make sure I'm on the right track. We could use a cyber tutor or another online resource that provides tutorials in biology.	2017-01-11	
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	Engaging them more with a greater variety of techniques. And having more real-world examples. Including more time on how to do critical thinking and why it is so important to their future.	2017-01-11	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	I will talk to others in my department about improving the course. I also plan to meet with the experts with SLOs on my campus. I am also thinking about how we might use the Biol 1510 course as a prerequisite for this course.	2017-01-11	
SCI >> Biology >> BIOL2202 >> Section 21 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	I think ALL of them developed a better understanding of zoology, biology and science. Also, they learned how attitude and being a professional goes a long way.	2016-10-05	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	Many just did not put in the time and effort. They struggle with the amount of work required to advance from the basic course requirements to the higher-level concepts.	2016-10-05	
What additional information did you glean from your findings?	Reflection	Anonymous	Added motivation to increase their mastery of SLOs. That I have to gauge my student level earlier in the semester and adjust to better meet their needs. In this case, many were not prepared and I could have done more with basic study skills throughout. I also learned how much each section of a course can vary. And how this is not reflected in some of the basic data collection for a course.	2016-10-05	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Exam questions, final grades.	2016-10-05	
How might your findings relate to program improvement?	Reflection	Anonymous	They may indicate which areas we need to focus on more in order to reach the SLOs. This makes me think of the bigger picture of how are biology courses are aligned. Perhaps we need to discuss how our majors go through their courses, in a way that they will succeed more in this 2000-level course. Maybe we need to advise more of them to take Bio 1510, a more general, basic biology course first.	2016-10-05	
What professional development activities would assist you in improving your course or program?()	Reflection	Anonymous	Different teaching methodologies across disciplines. Workshops with others in science to be sure we are preparing our students adequately. Departmental retreats to discuss our teaching methodology and our program goals.	2016-10-05	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Tutoring mainly, but only if there are tutors specific to biology. Basic study skills and how to do critical thinking. What it takes to be a professional and how it would benefit them.	2016-10-05	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	Simplifying the process. Brandy always helps me.	2016-10-05	
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	Engaging them more with a greater variety of techniques. And having more real-world examples. More motivation. Normally this 2000-level course does not require so much basic skills help. For some reason, this group was not well prepared.	2016-10-05	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	I will talk to others in my department about improving the course. I will discuss with my department how much the students can vary entering this course. I also plan to meet with the experts with SLOs on my campus.	2016-10-05	
SCI >> Biology >> BIOL2250 >> Section 20 - Fall 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	The large majority of the class received an A on the Surface Anatomy exam. These results indicate that when students are in class and on task they are able to learn the required structures specific to the topics discussed in class. They are very good at identification of structures because they spend the majority of lab time using models, wall charts, textbooks, lab manuals, and the ipads to review. The overall success rate for this course is very high. The lab component of this course enables students to learn the names and locations of structures of the human body relatively quickly. When students are expected to learn new structures for an assessment given in the same class period, they are much more driven and focused during lab.	2017-01-11	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	For those students that did not earn an A on the surface anatomy exam, it is evident that they had a difficult time remembering structures that could be felt from the surface of the human body, correctly spelling anatomical structures, as well as recalling the proper location of structures. When comparing the course grades with the surface anatomy exam scores, it is evident that some students lack the ability to recall information and critically think. It is apparent that students are more successful at memorizing structures rather than "learning" the structures for future reference. Students typically do better on identification quizzes and lab exams when compared to fill in the blank quizzes and lecture exams. Most anatomy students are more likely to be able to identify an anatomical structure using a model or picture as opposed to identifying the structure based on its description or role in the human body. This suggests that students are deficient in making physiological connections with anatomical structures.	2017-01-11	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What additional information did you glean from your findings?	Reflection	Anonymous	Students are not putting in enough time studying course content outside of class time. Students are given daily quizzes. Generally speaking, students do poorly on the first quiz of the day covering information from the previous lecture. The second quiz of the day is identification of structures learned during the same period. Oddly enough, students do better on the quiz that they have had less than an hour to study for. This indicates that students do very little outside of class to prepare, but while in class they remain rather focused and on task. Perhaps weekend workshops or access to cyber tutors may enhance student performance in Anatomy.	2017-01-11	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Daily quizzes, focus questions, laboratory investigations including dissection and clay maniken builds and summative assessments.	2017-01-11	
How might your findings relate to program improvement?	Reflection	Anonymous	Increasing the number of resources to students and enhancing the learning environment will increase the likelihood that students succeed in class and gain an understanding of human anatomy. Students that are successful in Anatomy will gain confidence in science and will be more likely to carry that experience to other Life Sciences courses taught at TC. In order for our students to master Program SLO's, the faculty must continuously collaborate and incorporate strategies that will benefit students in all courses taught in our program.	2017-01-11	
What professional development activities would assist you in improving your course or program?{(	Reflection	Anonymous	I would like to attend conferences/workshops specific to human anatomy on a regular basis. An opportunity to network with other anatomy instructors will allow me to integrate shared ideas and teaching strategies to enhance student learning.	2017-01-11	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
<p>What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?</p>	<p>New Resources</p>	<p>Anonymous</p>	<p>Availability of qualified anatomy tutors would be highly beneficial to students. Currently, Taft College does not have any qualified Anatomy tutors that are available to students. Perhaps a former Anatomy student could serve as a Cyber tutor. Eventually, I would like assistance with offering Anatomy lectures online. This would be a very time-consuming project and would require collaboration with the Distance Education Coordinator. I think students would benefit tremendously from being able to attend class and hear the lecture face-to-face and also have the option of revisiting the lecture outside of class for a second exposure.</p> <p>I would also like to attend Professional Development Conferences on a regular basis. I attended my first conference in December and found it to be extremely motivating and informative. I have been a full-time faculty member at Taft College for almost 7 years and this was the first conference I have been able to attend. I believe it is imperative that instructors stay abreast of the new technology available for science instruction as well as instructional strategies that could help student mastery of SLO's in their subject area. I was in dire need of professional networking and exposure to successful strategies that can be incorporated and are relevant to anatomy. The road block to attending Professional Development has always been related to budget as well as the lack of qualified adjunct faculty to cover classes that could be missed.</p> <p>In order to provide more models for each student, the life science department will need additional funds.</p>	<p>2017-01-11</p>	<p>Name: Anatomy Tutor (on campus or via web) Detail: Students in Anatomy would benefit tremendously from an Anatomy tutor that is available both on campus and via the web.</p> <p>Status: Pending</p> <p>Name: Video Technician Detail: A video technician is needed to film all Anatomy lectures and use the appropriate software to make them closed captioned on an available to students on Canvas.</p> <p>Status: Pending</p> <p>Name: Professional Development Detail: Most Life Science Workshops/Conferences are between \$350-500. If travel and hotel accommodations are required, the cost may be upwards of \$1000.</p> <p>Status: Pending</p> <p>Name: Funds for Additional Models Detail: Models are very costly. I could easily spend \$10,000 on new Anatomy models.</p> <p>Status: Pending</p>

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	<p>The ipads used by Anatomy students are outdated and slow. We use the ipads to upload photos of Anatomy models so that students can learn structures of the human body and practice identification. We need to replace these old ipads with new ipads or similar devices that would allow us to continue to offer students this resource.</p> <p>Video lectures would also help students review lecture material outside of class. Many students are unable to take adequate notes and comprehend material presented at such a fast pace. Making lecture videos available would enable students to work at their own pace making them more likely to retain information, be successful in class, and master the SLO's.</p>	2017-01-11	<p>Name: iPad Replacement Detail: \$7500 Status: Pending</p> <p>Name: Video Technician Detail: A video technician is needed to film all Anatomy lectures and use the appropriate software to make them closed captioned an available to students on Canvas. Status: Pending</p>
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	<p>I have incorporated "Focus Questions" to the Exam outlines to help direct students in comprehending the main points in lecture and making connections between the structures they can identify and the function of the structures in the human body. I have also developed "Practice Quizzes" on Canvas so that students can practice applying the concepts covered in class. The "Practice Quizzes" are aligned with the Lecture Notes and "Focus Questions" for each topic covered in class.</p> <p>Students will increase their ability to recall anatomical structures with the modification and inclusion of new lab activities. Currently, we use models, ipads, diagrams, and PowerPoint presentations to increase student mastery of SLOs. By increasing the number of hands-on activities and revising the current lab activities students may be more likely to recall course content and answer higher level anatomical questions. In order for students to have equal opportunity to master the SLO's, students need equal access to models. Anatomical models are very costly and often times consume allocated budgets very quickly. I will continue to ask for budgetary money to replace old models and purchase new models for student use. I will also research the possibility of getting funds from other sources.</p> <p>There are a few new strategies that I would like to incorporate to assess student recollection of muscle identification, origin, insertion, and action. Students will continue to use Clay Maniken's to build muscles of the human body as well as other organs within different systems. Not only will the students be assessed on muscle build, once the muscles have been completed, I will use their models to assess muscle identification, muscle origin, muscle insertion, and muscle action. I would also like to increase the use of the Clay Maniken's to include more in-depth discussions regarding the Nervous System, Circulatory System, Digestive System, and Excretory System.</p> <p>I will explore the idea of offering Anatomy Workshops for students that need extra help. Due to the fact that all Life Science Faculty teach on overload, these workshops would need to be offered over the weekend. In order to develop Workshop activities, it would be highly beneficial to provide compensation to the Faculty members involved in setting up and conducting the workshops.</p>	2017-01-11	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	I plan on having conversations with colleagues regarding ways to improve student dedication and commitment to learning. I would like to incorporate shared strategies to motivate students to study content outside of scheduled class time. Collaboration will take place to improve lab activities and explore new ways to incorporate the use of the Clay Manikens in class.	2017-01-11	
SCI >> Biology >> BIOL2250 >> Section 20 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Approximately 72% of the students earned A's on the Surface Anatomy exam demonstrating that they were able to successfully recall 200 palpable structures. The remaining 28% of the class earned a grade of a B or C. These results indicate that when students are in class and on task they are able to learn the required structures specific to the topics discussed in class. They are very good at identification of structures because they spend the majority of lab time using models, wall charts, textbooks, lab manuals, and the ipads to review.	2016-08-16	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	For those students that did not earn an A on the surface anatomy exam, it is evident that they had a difficult time remembering structures that could be felt from the surface of the human body, correctly spelling anatomical structures, as well as recalling the proper location of structures. When comparing the course grades with the surface anatomy exam scores, it is evident that some students lack the ability to recall information and critically think. It is apparent that students are more successful at memorizing structures rather than "learning" the structures for future reference. The percentage of students earning an A in the course is 13% lower than those earning an A on the surface anatomy exam.	2016-08-16	
What additional information did you glean from your findings?	Reflection	Anonymous	Students are not putting in enough time studying course content outside of class time. Students are given daily quizzes. Generally speaking, students do poorly on the first quiz of the day covering information from the previous lecture. The second quiz of the day is identification of structures learned during the same period. Oddly enough, students do better on the quiz that they have had less than an hour to study for. This indicates that students do very little outside of class to prepare, but while in class they remain rather focused and on task.  Students lack the dedication/motivation required outside of class to increase success in course work. Students are more likely to correctly answer questions about content immediately following the delivery of relevant information. If asked questions about content covered during a previous lecture, students are unsure due to the fact that they are not reviewing/studying information regularly outside of class.	2016-08-16	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Daily quizzes, focus questions, laboratory investigations (including dissection and clay maniken builds) and summative assessments.	2016-08-16	
How might your findings relate to program improvement?	Reflection	Anonymous	Increasing the number of resources to students and enhancing the learning environment will increase the likelihood that students succeed in class and gain an understanding of human anatomy.	2016-08-16	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What professional development activities would assist you in improving your course or program?{(	Reflection	Anonymous	I would like to attend a conference specific to human anatomy. I would like to attend training specific to Clay Manikins. An opportunity to network with other anatomy instructors will allow me to integrate shared ideas and teaching strategies to enhance student learning.	2016-08-16	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Availability of qualified anatomy tutors would be highly beneficial to students. Currently, Taft College does not have any qualified Anatomy tutors that are available to students.	2016-08-16	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	The iPads that we currently use in S3 are 1st generation iPads and are beginning to be less efficient. Because the use of these iPads is essential to student mastery of anatomical structures it is imperative that these iPads be replaced. We currently have 24 iPads and would like to replace them with 30 iPad minis.	2016-08-16	
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	In order to increase student success in critical thinking and information recall I will be modifying the practice exams available to students. I will also be converting all resources currently housed on Moodle to the newly adopted Canvas platform in an effort to streamline accessibility of information to students across campus.  Students will increase their ability to recall anatomical structures with the modification and inclusion of new lab activities. Currently, we use models, ipads, diagrams, and PowerPoint presentations to increase student mastery of SLOs. By increasing the number of hands-on activities and revising the current lab activities students may be more likely to recall course content and answer higher level anatomical questions.  The exam outlines will be revised to include more focus questions for student practice outside of the classroom.	2016-08-16	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	I plan on having conversations with colleagues regarding ways to improve student dedication and commitment to learning. I would like to incorporate shared strategies to motivate students to study content outside of scheduled class time.	2016-08-16	
SCI >> Biology >> BIOL2250 >> Section 21 - Fall 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	The students do exceptionally well on this exam. They are told exactly what they need to know and are successful in learning the required structures. This is sheer memorization, so it is a lower level on Bloom's taxonomy. Nevertheless, it is a good foundation for them to build on.	2017-01-12	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	Students who did not get an A simply did not put in the time to study. Students perform well in anatomical structure identification. They have more difficulty making physiological connections with anatomical structures.	2017-01-12	
What additional information did you glean from your findings?	Reflection	Anonymous	Students memorize what they need to but are weaker in applying that knowledge.	2017-01-12	



Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Exams, quizzes, dissections, Clay Maniken Builds	2017-01-12	
How might your findings relate to program improvement?	Reflection	Anonymous	Maintaining the quality of current resources and adding additional resources is necessary.	2017-01-12	
What professional development activities would assist you in improving your course or program?{(	Reflection	Anonymous	Time and money to attend conferences and workshops	2017-01-12	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Qualified anatomy tutors would help tremendously. Time and money to attend professional development workshops would benefit the faculty which in turn would benefit the students.	2017-01-12	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	IPads – the current ones are living on borrowed time. Muscle Man Models	2017-01-12	
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	Students do well because we give them ample resources. However, these resources need to be maintained. Periodically, newer models need to be purchased. Right now, new IPads are needed. We could also use more Muscle Men.	2017-01-12	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	I will have conversations with colleagues regarding specific teaching strategies that work for anatomy	2017-01-12	
SCI >> Biology >> BIOL2250 >> Section 21 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Approximately 72% of the students earned A's on the Surface Anatomy exam demonstrating that they were able to successfully recall 200 palpable structures. The remaining 28% of the class earned a grade of a B or C. These results indicate that when students are in class and on task they are able to learn the required structures specific to the topics discussed in class. They are very good at identification of structures because they spend the majority of lab time using models, wall charts, textbooks, lab manuals, and the ipads to review.	2016-08-16	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	For those students that did not earn an A on the surface anatomy exam, it is evident that they had a difficult time remembering structures that could be felt from the surface of the human body, correctly spelling anatomical structures, as well as recalling the proper location of structures. When comparing the course grades with the surface anatomy exam scores, it is evident that some students lack the ability to recall information and critically think. It is apparent that students are more successful at memorizing structures rather than "learning" the structures for future reference. The percentage of students earning an A in the course is 13% lower than those earning an A on the surface anatomy exam.	2016-08-16	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What additional information did you glean from your findings?	Reflection	Anonymous	Students are not putting in enough time studying course content outside of class time. Students are given daily quizzes. Generally speaking, students do poorly on the first quiz of the day covering information from the previous lecture. The second quiz of the day is identification of structures learned during the same period. Oddly enough, students do better on the quiz that they have had less than an hour to study for. This indicates that students do very little outside of class to prepare, but while in class they remain rather focused and on task.  Students lack the dedication/motivation required outside of class to increase success in course work. Students are more likely to correctly answer questions about content immediately following the delivery of relevant information. If asked questions about content covered during	2016-08-16	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Daily quizzes, focus questions, laboratory investigations including dissection and clay maniken builds and summative assessments.	2016-08-16	
How might your findings relate to program improvement?	Reflection	Anonymous	Increasing the number of resources to students and enhancing the learning environment will increase the likelihood that students succeed in class and gain an understanding of human anatomy.	2016-08-16	
What professional development activities would assist you in improving your course or program?()	Reflection	Anonymous	I would like to attend a conference specific to human anatomy. I would like to attend training on the use of Clay Manikins. An opportunity to network with other anatomy instructors will allow me to integrate shared ideas and teaching strategies to enhance student learning.	2016-08-16	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Availability of qualified anatomy tutors would be highly beneficial to students. Currently, Taft College does not have any qualified Anatomy tutors that are available to students.	2016-08-16	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	The current Anatomy iPads are outdated and need to be replaced so that students can use them to learn the structures of the human body.	2016-08-16	
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	Students will increase their ability to recall anatomical structures with the modification and inclusion of new lab activities. Currently, we use models, ipads, diagrams, and PowerPoint presentations to increase student mastery of SLOs. By increasing the number of hands-on activities and revising the current lab activities students may be more likely to recall course content and answer higher level anatomical questions.	2016-08-16	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	I plan on having conversations with colleagues regarding ways to improve student dedication and commitment to learning. I would like to incorporate shared strategies to motivate students to study content outside of scheduled class time.	2016-08-16	
SCI >> Biology >> BIOL2250 >> Section 22 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	They learned the required structures.	2016-07-26	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	Spelling...	2016-07-26	
What additional information did you glean from your findings?	Reflection	Anonymous	They are really bad at spelling.	2016-07-26	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	They were asked to learn 200 palpable structures and then they were asked to write them down. They were asked to point out 10 of those structures on anatomical models.	2016-07-26	
How might your findings relate to program improvement?	Reflection	Anonymous	They need to improve their spelling.	2016-07-26	
What professional development activities would assist you in improving your course or program?{(	Reflection	Anonymous	123 Phonics?	2016-07-26	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Tutoring is always beneficial	2016-07-26	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	Anything to improve their spelling skills	2016-07-26	
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	Perhaps change grading so that they are penalized more for spelling mistakes...	2016-07-26	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	Talk to Wendy Berry about the possible change in how spelling will be assessed.	2016-07-26	
SCI >> Biology >> BIOL2250 >> Section 23 - Fall 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	The large majority of the class received an A on the Surface Anatomy exam. These results indicate that when students are in class and on task they are able to learn the required structures specific to the topics discussed in class. They are very good at identification of structures because they spend the majority of lab time using models, wall charts, textbooks, lab manuals, and the ipads to review. The overall success rate for this course is very high. The lab component of this course enables students to learn the names and locations of structures of the human body relatively quickly. When students are expected to learn new structures for an assessment given in the same class period, they are much more driven and focused during lab.	2017-01-11	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	For those students that did not earn an A on the surface anatomy exam, it is evident that they had a difficult time remembering structures that could be felt from the surface of the human body, correctly spelling anatomical structures, as well as recalling the proper location of structures. When comparing the course grades with the surface anatomy exam scores, it is evident that some students lack the ability to recall information and critically think. It is apparent that students are more successful at memorizing structures rather than "learning" the structures for future reference. Students typically do better on identification quizzes and lab exams when compared to fill in the blank quizzes and lecture exams. Most anatomy students are more likely to be able to identify an anatomical structure using a model or picture as opposed to identifying the structure based on its description or role in the human body. This suggests that students are deficient in making physiological connections with anatomical structures.	2017-01-11	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What additional information did you glean from your findings?	Reflection	Anonymous	Students are not putting in enough time studying course content outside of class time. Students are given daily quizzes. Generally speaking, students do poorly on the first quiz of the day covering information from the previous lecture. The second quiz of the day is identification of structures learned during the same period. Oddly enough, students do better on the quiz that they have had less than an hour to study for. This indicates that students do very little outside of class to prepare, but while in class they remain rather focused and on task. Perhaps weekend workshops or access to cyber tutors may enhance student performance in Anatomy.	2017-01-11	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Daily quizzes, focus questions, laboratory investigations including dissection and clay maniken builds and summative assessments.	2017-01-11	
How might your findings relate to program improvement?	Reflection	Anonymous	Increasing the number of resources to students and enhancing the learning environment will increase the likelihood that students succeed in class and gain an understanding of human anatomy. Students that are successful in Anatomy will gain confidence in science and will be more likely to carry that experience to other Life Sciences courses taught at TC. In order for our students to master Program SLO's, the faculty must continuously collaborate and incorporate strategies that will benefit students in all courses taught in our program.	2017-01-11	
What professional development activities would assist you in improving your course or program?{(	Reflection	Anonymous	I would like to attend conferences/workshops specific to human anatomy on a regular basis. An opportunity to network with other anatomy instructors will allow me to integrate shared ideas and teaching strategies to enhance student learning.	2017-01-11	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
<p>What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?</p>	<p>New Resources</p>	<p>Anonymous</p>	<p>Availability of qualified anatomy tutors would be highly beneficial to students. Currently, Taft College does not have any qualified Anatomy tutors that are available to students. Perhaps a former Anatomy student could serve as a Cyber tutor. Eventually, I would like assistance with offering Anatomy lectures online. This would be a very time-consuming project and would require collaboration with the Distance Education Coordinator. I think students would benefit tremendously from being able to attend class and hear the lecture face-to-face and also have the option of revisiting the lecture outside of class for a second exposure.</p> <p>I would also like to attend Professional Development Conferences on a regular basis. I attended my first conference in December and found it to be extremely motivating and informative. I have been a full-time faculty member at Taft College for almost 7 years and this was the first conference I have been able to attend. I believe it is imperative that instructors stay abreast of the new technology available for science instruction as well as instructional strategies that could help student mastery of SLO's in their subject area. I was in dire need of professional networking and exposure to successful strategies that can be incorporated and are relevant to anatomy. The road block to attending Professional Development has always been related to budget as well as the lack of qualified adjunct faculty to cover classes that could be missed.</p> <p>In order to provide more models for each student, the life science department will need additional funds.</p>	<p>2017-01-11</p>	<p>Name: Anatomy Tutor (on campus or via web)                      Detail: Students in Anatomy would benefit tremendously from an Anatomy tutor that is available both on campus and via the web.                      Status: Pending</p> <p>Name: Video Technician                      Detail: A video technician is needed to film all Anatomy lectures and use the appropriate software to make them closed captioned an available to students on Canvas.                      Status: Pending</p> <p>Name: Professional Development                      Detail: Most Life Science Workshops/Conferences are between \$350-500. If travel and hotel accommodations are required, the cost may be upwards of \$1000.                      Status: Pending</p> <p>Name: Funds for Additional Models                      Detail: Models are very costly. I could easily spend \$10,000 on new Anatomy models.                      Status: Pending</p>

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	<p>The ipads used by Anatomy students are outdated and slow. We use the ipads to upload photos of Anatomy models so that students can learn structures of the human body and practice identification. We need to replace these old ipads with new ipads or similar devices that would allow us to continue to offer students this resource.</p> <p>Video lectures would also help students review lecture material outside of class. Many students are unable to take adequate notes and comprehend material presented at such a fast pace. Making lecture videos available would enable students to work at their own pace making them more likely to retain information, be successful in class, and master the SLO's.</p>	2017-01-11	<p>Name: Ipad Replacement Detail: \$7500 Status: Pending</p> <p>Name: Video Technician Detail: A video technician is needed to film all Anatomy lectures and use the appropriate software to make them closed captioned an available to students on Canvas. Status: Pending</p>
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	<p>I have incorporated "Focus Questions" to the Exam outlines to help direct students in comprehending the main points in lecture and making connections between the structures they can identify and the function of the structures in the human body. I have also developed "Practice Quizzes" on Canvas so that students can practice applying the concepts covered in class. The "Practice Quizzes" are aligned with the Lecture Notes and "Focus Questions" for each topic covered in class.</p> <p>Students will increase their ability to recall anatomical structures with the modification and inclusion of new lab activities. Currently, we use models, ipads, diagrams, and PowerPoint presentations to increase student mastery of SLOs. By increasing the number of hands-on activities and revising the current lab activities students may be more likely to recall course content and answer higher level anatomical questions. In order for students to have equal opportunity to master the SLO's, students need equal access to models. Anatomical models are very costly and often times consume allocated budgets very quickly. I will continue to ask for budgetary money to replace old models and purchase new models for student use. I will also research the possibility of getting funds from other sources.</p> <p>There are a few new strategies that I would like to incorporate to assess student recollection of muscle identification, origin, insertion, and action. Students will continue to use Clay Maniken's to build muscles of the human body as well as other organs within different systems. Not only will the students be assessed on muscle build, once the muscles have been completed, I will use their models to assess muscle identification, muscle origin, muscle insertion, and muscle action. I would also like to increase the use of the Clay Maniken's to include more in-depth discussions regarding the Nervous System, Circulatory System, Digestive System, and Excretory System.</p> <p>I will explore the idea of offering Anatomy Workshops for students that need extra help. Due to the fact that all Life Science Faculty teach on overload, these workshops would need to be offered over the weekend. In order to develop Workshop activities, it would be highly beneficial to provide compensation to the Faculty members involved in setting up and conducting the workshops.</p>	2017-01-11	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	I plan on having conversations with colleagues regarding ways to improve student dedication and commitment to learning. I would like to incorporate shared strategies to motivate students to study content outside of scheduled class time. Collaboration will take place to improve lab activities and explore new ways to incorporate the use of the Clay Manikens in class.	2017-01-11	
SCI >> Biology >> BIOL2257 >> Section 20 - Fall 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Students grasped fundamental facts and elementary relationships. Some struggled to gain an understanding of the more complex concepts.	2017-01-13	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	Some students are not even able to recall physiological facts. A more serious time commitment is needed from these students. Another cohort knows the basic facts but cannot apply that knowledge. They are not able to synthesize the information to be able to see how it could be used in a clinical setting.	2017-01-13	
What additional information did you glean from your findings?	Reflection	Anonymous	Some students are simply unable or unwilling to put in the time needed to be successful in the course. I am not sure how I can help the students in these matters.	2017-01-13	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Exam questions	2017-01-13	
How might your findings relate to program improvement?	Reflection	Anonymous	The students do not like the PowerLAB system. The system is too cumbersome. It is an antiquated system. Finding a modern replacement might motivate some of the students to learn the material better and see the connections between lecture and the clinical setting.	2017-01-13	
What professional development activities would assist you in improving your course or program?()	Reflection	Anonymous	I would like to attend conferences/workshops that deal with teaching pedagogy, specifically in physiology and anatomy. Time and money stand in the way.	2017-01-13	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Physiology tutors would immensely benefit the students. Online tutorials if they can be found may prove helpful.	2017-01-13	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	I need an increased budget or additional funds from some source to replace the PowerLAB in physiology with an alternative system. The increased budget would also be used to attend teaching conferences and workshops.	2017-01-13	
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	PowerLAB needs to be phased out. Implementation of an alternative is challenging on two fronts. The first challenge is the significant time that must be spent in the summer to implement a new system. The second challenge is the cost. My budget cannot cover the cost of a new computer simulation lab software.	2017-01-13	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	Try and find an alternative to the PowerLAB.	2017-01-13	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
SCI >> Biology >> BIOL2257 >> Section 20 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Very few students truly mastered this material. Most barely got by.	2016-08-16	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	Mathematical and Chemistry: Conversion from US standard to metric system Basic chemistry formula weight and molarity questions Serial dilutions	2016-08-16	
What additional information did you glean from your findings?	Reflection	Anonymous	Students are weak in mathematics. Students have difficulty with the metric system. Students have limited chemistry knowledge (they have not taken chemistry before taking this class).	2016-08-16	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	A written laboratory exam was given.	2016-08-16	
How might your findings relate to program improvement?	Reflection	Anonymous	Introductory chemistry needs to be taken before human physiology.	2016-08-16	
What professional development activities would assist you in improving your course or program?()	Reflection	Anonymous	More time would help...	2016-08-16	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Tutoring would truly help.	2016-08-16	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	Tutoring	2016-08-16	
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	Students should be required to take introductory chemistry before they take human physiology. This material is taught in chemistry.  Currently, students can take human physiology without having taken chemistry. That means we have to take time away from teaching physiology to teach them these concepts.  Out time is limited. So, a lot of time cannot be spared to teach them these concepts. More importantly, it is taking time away from teaching actual physiology. If students come into the class having taken chemistry, we can review these concepts instead of teaching new material. And the time saved can be used to teach more physiology.	2016-08-16	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	Introductory chemistry needs to be taken before human physiology.	2016-08-16	
SCI >> Biology >> BIOL2257 >> Section 21 - Fall 2016					



Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Students worked great in a collaborative setting. The Fall semester was the first time I experimented with collecting a group lab activity upon lab completion. Because each student was required to complete the lab activity but only one was collected randomly, the students spent more time collaborating and discussing the outcomes of each lab they conducted together.	2017-01-11	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	I am consistently noticing that my physiology students struggle with recalling information covered in lecture. It is evident that students are doing a poor job reviewing concepts outside of class or utilizing appropriate critical thinking skills to answer higher level questions. Students struggle to make connections between lab procedure and clinical application. I do not believe that the majority of my students are incapable of understanding the concepts covered in physiology. However, I truly believe that there is a lack of commitment to studying outside of class. Students are not completing the assigned reading, utilizing the focus questions and outlines as a study guide, or spending adequate time studying for quizzes and tests.	2017-01-11	
What additional information did you glean from your findings?	Reflection	Anonymous	Students lack the dedication required outside of class to increase success in course work. Students are more likely to correctly answer questions about content immediately following the delivery of relevant information. If asked questions about content covered during a lecture and its application to lab, students are unsure due to the fact that they are not making relevant connections. Students are inclined to look up quick answers using technology rather than using critical thinking skills to problem solve. If students continue to just "meet expectations" and not exhibit "mastery", I may need to change the passing of the course.	2017-01-11	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Daily quizzes, laboratory investigations and summative assessments. SLO mastery is assessed during written lab examinations in which students are expected to define physiological terminology, answer critical thinking application questions in a short answer format and recall proper lab techniques and procedures.	2017-01-11	
How might your findings relate to program improvement?	Reflection	Anonymous	Increasing the number of resources to students and enhancing the learning environment will increase the likelihood that students succeed in class and gain an understanding of human physiology. Increasing student skills in critical thinking will enable them to be more successful in other courses taught in the Life Science Department.	2017-01-11	
What professional development activities would assist you in improving your course or program?()	Reflection	Anonymous	I would like to attend a conference specific to human physiology. An opportunity to network with other physiology instructors will allow me to integrate shared ideas and teaching strategies to enhance student learning.	2017-01-11	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
<p>What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?</p>	<p>New Resources</p>	<p>Anonymous</p>	<p>Availability of qualified physiology tutors would be highly beneficial to students. Currently, Taft College does not have any qualified Physiology tutors that are available to students. Perhaps a former Physiology student could serve as a Cyber tutor. Eventually, I would like assistance with offering Physiology lectures online. This would be a very time-consuming project and would require collaboration with the Distance Education Coordinator. I think students would benefit tremendously from being able to attend class and hear the lecture face-to-face and also have the option of revisiting the lecture outside of class for a second exposure.</p> <p>I would also like to attend Professional Development Conferences on a regular basis. I attended my first conference in December and found it to be extremely motivating and informative. I have been a full-time faculty member at Taft College for almost 7 years and this was the first conference I have been able to attend. I believe it is imperative that instructors stay abreast of the new technology available for science instruction as well as instructional strategies that could help student mastery of SLO's in their subject area. I was in dire need of professional networking and exposure to successful strategies that can be incorporated and are relevant to anatomy. The road block to attending Professional Development has always been related to budget as well as the lack of qualified adjunct faculty to cover classes that could be missed.</p>	<p>2017-01-11</p>	<p>Name: Physiology Tutor Detail: Students in Physiology would benefit tremendously from an Anatomy Physiology tutor that is available both on campus and via the web.</p> <p>Status: Pending</p> <p>Name: Video Technician Detail: A video technician is needed to film all Anatomy lectures and use the appropriate software to make them closed captioned an available to students on Canvas.</p> <p>Status: Pending</p> <p>Name: Professional Development Detail: 1000</p> <p>Status: Pending</p>
<p>Please list any additional technology or resources would improve SLO results?</p>	<p>New Resources</p>	<p>Anonymous</p>	<p>Increase the number of instructors in Life Science to give all students access to the course.</p> <p>Increase my budget to account for new laboratory equipment.</p> <p>Eventually, I would like assistance with offering Physiology lectures online. This would be a very time-consuming project and would require collaboration with the Distance Education Coordinator. I think students would benefit tremendously from being able to attend class and hear the lecture face-to-face and also have the option of revisiting the lecture outside of class for a second exposure.</p>	<p>2017-01-11</p>	<p>Name: Life Science Associate Professor Detail: Teach any life science course. Status: Pending</p> <p>Name: Laboratory Equipment Detail: 100,000 Status: Pending</p> <p>Name: Video Technician Detail: Video and close caption physiology lectures. Status: Pending</p>

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	I will continue to write and revise focus questions to help guide students through the lecture material. I have implemented practice quizzes on Canvas that will enable students to practice their understanding of key concepts discussed during lecture. This feature seemed to boost student success on daily quizzes. I will continue to write/revise practice quizzes on Canvas to benefit student learning. I have been unable to purchase lab equipment that resembles the equipment used in the allied health field in order to make the course more relevant to students because of budget restraints. I will continue to look for sources of funds to assist with this goal. Students are not thrilled with the use of the PowerLab to conduct laboratory investigations. I will need to collaborate with other instructors to revise laboratory investigations and explore replacing current labs with more relevant labs. This process is very time consuming and would be impossible to complete prior to Spring 2016. It is my goal to complete this curriculum development during the summer. Implementing new labs often requires purchasing new laboratory equipment. I will need to cushion my budget or seek outside funds purchase new lab equipment that correlates with the newly designed labs.	2017-01-11	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	I plan on having conversations with my colleagues regarding ways to improve student critical thinking skills. I would like to incorporate shared strategies to promote students' engagement and application of lab techniques specific to real world situations. I will recommend to my colleagues that we revamp the lab schedule and labs offered in physiology to better reflect student interest and the allied health field. Also, the equipment used needs to be updated.	2017-01-11	
SCI >> Biology >> BIOL2257 >> Section 21 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Students worked great in a collaborative setting and responded well to individual instruction. Students work diligently during laboratory investigations and seek teacher clarification when lab procedures are confusing or concepts covered are unclear.	2016-08-16	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	Students have difficulty recalling information without teacher assistance. It is evident that students are doing a poor job reviewing concepts outside of class or utilizing appropriate critical thinking skills to answer higher level questions. Students struggle to make connections between lab procedure and clinical application.	2016-08-16	
What additional information did you glean from your findings?	Reflection	Anonymous	Students lack the dedication required outside of class to increase success in course work. Students are more likely to correctly answer questions about content immediately following the delivery of relevant information. If asked questions about content covered during a lecture and its application to lab, students are unsure due to the fact that they are not making relevant connections. Students are inclined to look up quick answers using technology rather than using critical thinking skills to problem solve.  Students are quick to learn new technology but not so quick to understand the relevance of the results gathered from testing using such equipment.	2016-08-16	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Daily quizzes, laboratory investigations and summative assessments. SLO mastery is assessed during written lab examinations in which students are expected to define physiological terminology, answer critical thinking application questions in a short answer format and recall proper lab techniques and procedures.	2016-08-16	
How might your findings relate to program improvement?	Reflection	Anonymous	Increasing the number of resources to students and enhancing the learning environment will increase the likelihood that students succeed in class and gain an understanding of human physiology.	2016-08-16	
What professional development activities would assist you in improving your course or program?()	Reflection	Anonymous	I would like to attend a conference specific to human physiology. An opportunity to network with other physiology instructors will allow me to integrate shared ideas and teaching strategies to enhance student learning.	2016-08-16	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Availability of qualified physiology tutors would be highly beneficial to students. Currently, Taft College does not have any qualified physiology tutors that are available to students	2016-08-16	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	Increase the number of instructors in Life Science to give all students access to the course.	2016-08-16	
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	The focus questions that have already been added to the course outline need to be revised. I will also be using Canvas as the online platform to make information available to students. I will be developing and implementing practice quizzes on Canvas that will enable students to practice their understanding of key concepts discussed during lecture. I will be using my budget to purchase new laboratory equipment that resembles the equipment used in the allied health field in order to make the course more relevant to students. I will also continue to revise laboratory investigations and explore replacing current labs with more relevant labs. Perhaps the addition of specific techniques and procedures relevant to a nursing program or dental hygiene program, for example, may motivate students to commit themselves more fully to the course. I will be exploring Vernier equipment and labs to replace some of the PowerLab activities. If I can find alternative labs that are more user-friendly students will be able to master the SLOs more effectively.	2016-08-16	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	I plan on having conversations with my colleagues regarding ways to improve student critical thinking skills. I would like to incorporate shared strategies to promote students engagement and application of lab techniques specific to real world situations.	2016-08-16	
SCI >> Biology >> BIOL2260 >> Section 20 - Fall 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Most of the students did well in terms of setting up each of the individual tests. There was also a marked improvement in their single colony isolation technique.	2017-02-03	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	The big problem several students had was gram staining. Either they are unable to do the technique properly or they are incorrect in their interpretation of the results.	2017-02-03	
What additional information did you glean from your findings?	Reflection	Anonymous	The students that put the time and effort into the labs are the students that do well on their unknowns. Those that show little effort/care in the labs are generally those that do poorly.	2017-02-03	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	The students need to isolate and test 2 different organisms. The unknowns are a compilation of a semesters worth of tests and analyses. Successful students are able to show manual dexterity through streaking techniques/isolation, technical knowledge of assays and tests, and analytical mastery to piece together the puzzle of positive and negative test results to formulate a correct response.	2017-02-03	
How might your findings relate to program improvement?	Reflection	Anonymous	These finding show that some students should probably not be enrolled in allied health courses. There are students who find the role of an allied health professional to be very cool and inspirational, but are not willing to put in the work to achieve this profession. Perhaps we should introduce all these students to counselors and nurses to let them know how much work is involved and they should really think about if they are willing to do this, or else they will just be spinning their wheels and wasting time.	2017-02-03	
What professional development activities would assist you in improving your course or program?(	Reflection	Anonymous	I would like to interact more with nurses/dental hygienists to see if they can perhaps mentor some of the students going through these courses.	2017-02-03	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Perhaps the best assistance would be for someone to interact with the students and let them know they need to put greater effort into their studies. I do this on a constant basis, but it is largely ignored. I've had guest speakers come in, former students who have gone through nursing programs, and speak to the students about what they need to do in order to get into a nursing program. I could force the students to do the unknown gram stain and make it an assignment.	2017-02-03	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	What about setting up a big sister/brother program, where former students who are now dental hygienists or nurses can mentor some of the students? Give them an idea of what they need to do, someone to look up to and help in the avoidance of pitfalls. Contacting alumni who have been through these classes to bond and help out the current students.	2017-02-03	Name: Alumni/Student Interactive Family (ASIF) Detail: 5000 Status: Pending
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	We gram stain and go over all of the microbes that are used for the unknowns. I've set up a day where they can practice on 7 different unknown organisms. Only about 1/2 the class took advantage of this practice. Furthermore, many students do not carefully go over their gram reactions when completed. Instead of doing the gram stain as pairs (with their lab partner) I suppose I could have them each do this on their own. This would effectively double the costs of reagents and supplies necessary. I suppose I could have them draw pictures of what they see, instead of just writing down the color and shape. My suspicion is that the same students would still just dry lab this component.	2017-02-03	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	None, I'm the only faculty member that teaches this course. That would be just talking to myself.	2017-02-03	
SCI >> Biology >> BIOL2260 >> Section 20 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	understanding how to set up tests and accurately read results.	2016-07-21	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	some students let preconceived notions cloud the test result readings.	2016-07-21	
What additional information did you glean from your findings?	Reflection	Anonymous	students who took the time to do their gram stains throughout the course generally did better.	2016-07-21	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	students had 5 weeks to perform lab tests to identify their unknown organisms, using their lab notebook with all the bacteria and previous test results.	2016-07-21	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
How might your findings relate to program improvement?	Reflection	Anonymous	some students need to spend more time on task, either inside or outside the classroom.	2016-07-21	
What professional development activities would assist you in improving your course or program?()	Reflection	Anonymous	course on microscope repair/cleaning	2016-07-21	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	tutoring, perhaps the ability to look at microscope slides outside of class.	2016-07-21	Name: microscopes for connexpo Detail: \$1,000 Status: Pending
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	microscopes in connexpo for the students to work on their slides outside of class.	2016-07-21	Name: microscopes Detail: \$1,000 Status: Pending
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	They should do more work with gram staining, need to put a higher emphasis on this.	2016-07-21	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	none	2016-07-21	
SCI >> Biology >> BIOL2260 >> Section 21 - Fall 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Most of the students did well in terms of setting up each of the individual tests. There was also a marked improvement in their single colony isolation technique.	2017-02-03	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	The big problem several students had was gram staining. Either they are unable to do the technique properly or they are incorrect in their interpretation of the results.	2017-02-03	
What additional information did you glean from your findings?	Reflection	Anonymous	The students that put the time and effort into the labs are the students that do well on their unknowns. Those that show little effort/care in the labs are generally those that do poorly.	2017-02-03	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	The students need to isolate and test 2 different organisms. The unknowns are a compilation of a semesters worth of tests and analyses. Successful students are able to show manual dexterity through streaking techniques/isolation, technical knowledge of assays and tests, and analytical mastery to piece together the puzzle of positive and negative test results to formulate a correct response.	2017-02-03	
How might your findings relate to program improvement?	Reflection	Anonymous	These finding show that some students should probably not be enrolled in allied health courses. There are students who find the role of an allied health professional to be very cool and inspirational, but are not willing to put in the work to achieve this profession. Perhaps we should introduce all these students to counselors and nurses to let them know how much work is involved and they should really think about if they are willing to do this, or else they will just be spinning their wheels and wasting time.	2017-02-03	
What professional development activities would assist you in improving your course or program?()	Reflection	Anonymous	I would like to interact more with nurses/dental hygienists to see if they can perhaps mentor some of the students going through these courses.	2017-02-03	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Perhaps the best assistance would be for someone to interact with the students and let them know they need to put greater effort into their studies. I do this on a constant basis, but it is largely ignored. I've had guest speakers come in, former students who have gone through nursing programs, and speak to the students about what they need to do in order to get into a nursing program. I could force the students to do the unknown gram stain and make it an assignment.	2017-02-03	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	What about setting up a big sister/brother program, where former students who are now dental hygienists or nurses can mentor some of the students? Give them an idea of what they need to do, someone to look up to and help in the avoidance of pitfalls. Contacting alumni who have been through these classes to bond and help out the current students.	2017-02-03	Name: Alumni/Student Interactive Family (ASIF) Detail: 5000 Status: Pending
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	We gram stain and go over all of the microbes that are used for the unknowns. I've set up a day where they can practice on 7 different unknown organisms. Only about 1/2 the class took advantage of this practice. Furthermore, many students do not carefully go over their gram reactions when completed. Instead of doing the gram stain as pairs (with their lab partner) I suppose I could have them each do this on their own. This would effectively double the costs of reagents and supplies necessary. I suppose I could have them draw pictures of what they see, instead of just writing down the color and shape. My suspicion is that the same students would still just dry lab this component.	2017-02-03	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	None, I'm the only faculty member that teaches this course. That would be just talking to myself.	2017-02-03	
SCI >> Biology >> BIOL2260 >> Section 21 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	understanding how to set up tests and accurately read results.	2016-07-21	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	some students let preconceived notions cloud the test result readings.	2016-07-21	
What additional information did you glean from your findings?	Reflection	Anonymous	students who took the time to do their gram stains throughout the course generally did better.	2016-07-21	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	students had 5 weeks to perform lab tests to identify their unknown organisms, using their lab notebook with all the bacteria and previous test results	2016-07-21	
How might your findings relate to program improvement?	Reflection	Anonymous	some students need to spend more time on task, either inside or outside the classroom.	2016-07-21	
What professional development activities would assist you in improving your course or program?()	Reflection	Anonymous	course on microscope repair/cleaning	2016-07-21	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	tutoring, perhaps the ability to look at microscope slides outside of class.	2016-07-21	Name: microscopes Detail: \$1,000 Status: Pending
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	microscopes in connexpo for the students to work on their slides outside of class.	2016-07-21	Name: microscopes Detail: \$1,000 Status: Pending

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	They should do more work with gram staining, need to put a higher emphasis on this.	2016-07-21	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	none	2016-07-21	
SCI >> Biology >> BIOL2370 >> Section 20 - Fall 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Understanding nutritional needs across various nutrient groups. Calculating energy requirements. Preventing obesity and nutrition related health problems.	2016-12-16	
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	Knowledge of MyPyramid and applying knowledge to design daily diets.	2016-12-16	
What additional information did you glean from your findings?	Reflection	Anonymous	Most students performed at a high level of mastery.	2016-12-16	
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Student free response (not multiple choice) allowed me to get a better view of what students know and don't know.	2016-12-16	
How might your findings relate to program improvement?	Reflection	Anonymous	Adding more activities related to MyPyramid.	2016-12-16	
What professional development activities would assist you in improving your course or program?()	Reflection	Anonymous	Time spent developing course content.	2016-12-16	
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	AV Materials, Presentations, Library Resources	2016-12-16	
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	Classroom with computer access for each student.	2016-12-16	
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	Student led research project using MyPyramid to design daily menu.	2016-12-16	
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	Curriculum Development for next semester.	2016-12-16	
SCI >> Biology >> BIOL2370 >> Section 40 - Fall 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection		No Action Taken		
Briefly describe where your students demonstrated gaps in their learning.	Reflection		No Action Taken		
What additional information did you glean from your findings?	Reflection		No Action Taken		
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection		No Action Taken		
How might your findings relate to program improvement?	Reflection		No Action Taken		
What professional development activities would assist you in improving your course or program?()	Reflection		No Action Taken		



Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources		No Action Taken		
Please list any additional technology or resources would improve SLO results?	New Resources		No Action Taken		
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions		No Action Taken		
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions		No Action Taken		
SCI >> Biology >> BIOL2370 >> Section 40 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection		No Action Taken		
Briefly describe where your students demonstrated gaps in their learning.	Reflection		No Action Taken		
What additional information did you glean from your findings?	Reflection		No Action Taken		
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection		No Action Taken		
How might your findings relate to program improvement?	Reflection		No Action Taken		
What professional development activities would assist you in improving your course or program?()	Reflection		No Action Taken		
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources		No Action Taken		
Please list any additional technology or resources would improve SLO results?	New Resources		No Action Taken		
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions		No Action Taken		
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions		No Action Taken		
SCI >> Biology >> BIOL2370 >> Section 41 - Fall 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection		No Action Taken		
Briefly describe where your students demonstrated gaps in their learning.	Reflection		No Action Taken		
What additional information did you glean from your findings?	Reflection		No Action Taken		

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection		No Action Taken		
How might your findings relate to program improvement?	Reflection		No Action Taken		
What professional development activities would assist you in improving your course or program?{(	Reflection		No Action Taken		
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources		No Action Taken		
Please list any additional technology or resources would improve SLO results?	New Resources		No Action Taken		
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions		No Action Taken		
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions		No Action Taken		
SCI >> Biology >> BIOL2370 >> Section 41 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection		No Action Taken		
Briefly describe where your students demonstrated gaps in their learning.	Reflection		No Action Taken		
What additional information did you glean from your findings?	Reflection		No Action Taken		
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection		No Action Taken		
How might your findings relate to program improvement?	Reflection		No Action Taken		
What professional development activities would assist you in improving your course or program?{(	Reflection		No Action Taken		
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources		No Action Taken		
Please list any additional technology or resources would improve SLO results?	New Resources		No Action Taken		
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions		No Action Taken		
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions		No Action Taken		

