UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: __BIOL 2301 Microbiology___

Academic Year: 2021-2022___

1. Name of course: *BIOL 2301 Microbiology Lecture*

2. Name of individual(s) compiling report: *Thomas Russell*

3. Date of submission: *9/1/2022*

4. Academic year: *2011-2022*

Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

1. Describe the diversity of microorganisms, bacterial cell structure and function, microbial growth and metabolism, and the way to control their growth by physical and chemical means.

2. Explain the basic genetic systems of bacteria, bacteriophage, and plasmids and their role in biotechnology and medicine.

3. Examine the development of public health and how medical science principles are applied for the prevention and control of known and new diseases.

These CLOs are based on ACTS Course 2004 non-lab CLOs.

2. Which CLOs were addressed for the academic year?

All three

3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

All three

4. How does this report connect or map to program-level or institutional-level outcomes?

CLO #1 connects to ILO #1, #2, #4 and #7
CLO #2 connects to ILO #1, #2, #3, #4 and #7
CLO #3 connects to ILO #1, #4, and #7

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.

Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported? *Note: If more than one assessment method was used, you may insert an additional row.*	*Students across all sections completed a common assessment quiz containing ten questions pertaining to the information found within the CLOs being assessed. Questions were linked to specific course learning outcomes. Item analysis was performed to determine proficiency.* *Quiz was administered via blackboard with multiple choice options and a timed limit. Forced completion after 10 minutes was timed.*	
Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.		***No***
How do you define success for an individual student on the CLO assessment assignment or measure?	*Student scores 70% on the questions linked to the CLO*	
How do you define success for the course level outcome? What is the	*70% of students in the course achieve success on the CLO assessment assignment or measure*	

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benchmark for the Course Level Outcome?		
How many students completed the assessment, and how many were successful?	***Fall*** *138 students assessed* *117 successful* *(84.7% success rate)*	***Spring*** *146 students assessed* *123 successful* *(84.2% success rate)*
Academic Year Total (add the numbers from Fall and Spring)	*284 students assessed* *240 successful* *(84.5% success rate)*	
Was the benchmark/goal for this academic year met?	***Yes***	***No***
Were standardized rubrics, tests, or checklists used?	***Yes***	***No***

5. What is your analysis of the findings?

Pass rates for quiz questions pertaining to each of the three CLO remained above the level expected. The slight difference between face to face classes and purely online courses differed from previous years with a slightly better performance for the online courses. For this assessment cycle the online courses had a success percentage of 87.1% and the face to face courses succeeded at a rate of 79.4%

6. What is the action plan for the upcoming academic year? Explain.

We are continuing to shift instruction from a purely textbook and information base to a more and deeper coverage of Biotechnology subjects, particularly genetic change and adaptation covered specifically in question number 4 of the assessment quiz. Additionally we are beginning to use a more case management approach to some subjects. The faculty continue to discuss adding new and improved labs to aid in supporting the genetics change information. In face to face lectures each instructor will continue to investigate new ways to cover the genetic change materials as well as including the case management approach to lecture.

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