

COURSE SLO ASSESSMENT REPORT, SCC

Department: Biology Course: 109

Year: 2009 Semester: Fall

1) Outcome to be assessed	2) Means of assessment and criteria of success	3) Summary of data collected	4) Analysis of data	5) Plan of action/what to do next
<p>Demonstrate a coherent understanding of evolution and its relationship to the unity and diversity of living organisms.</p>	<p>3 short answer questions on the practical exam- to be given in each lab section. 65% correct expected for C question, 20% correct for B question and 10% correct for A question</p>	<p>1. Natural selection is based on all of the following except: a) variation exists within populations b) the fittest individuals tend to leave the most offspring c) reproductive success differs among individuals within the same population d) populations tend to produce more individuals than the environment can support e) individuals must adapt to their environment Fall 09 37/41 (90%)- Foley 9/39 (23%) Smith 34/139 (24%) Powers</p> <p>2. In evolutionary terms, the more closely related two different organisms are, the: a) more similar their habitats are b) less similar their DNA sequences are c) more recently they shared a common ancestor d) less likely they are to be related to fossil forms e) more similar they are in size Fall 09 4/41 (9.7%) –Foley 31/39 (79.5%)- Smith 116/139 (83%)- Powers</p> <p>3. During drought years on the Galapagos, small, easily eaten seeds become rare leaving only large, hard-cased seeds that can be eaten only by birds with large beaks. If a drought persists for several years what should one expect to result from natural selection? a) small birds gaining larger beaks by exercising their mouth parts b) small birds mutating their beak genes with the result that later-generation offspring will have larger beaks c) small birds anticipating the long drought and eating more to gain weight and consequently growing larger beaks d) more small-beaked birds dying than the larger-beaked birds. The offspring produced in subsequent generations have a higher percentage of birds with large beaks e) larger birds eating less so smaller birds can survive Fall 09 6/41 (14.6%)- Foley 38/39 (97%)- Smith 127/139 (91%)- Powers</p>	<p>It is a mixed bag. Some concepts are well understood and others less so. Depends on the instructor.</p>	<p>Perhaps we should meet and have a best practice exchange to see what others are doing to convey the concepts so the scores are more uniform.</p> <p>We need to move to the next SLO.</p>