I hope that everyone had a great year!   I taught my new course (Selected Topics in Biology: Food, Sex, and Death - a required core C course) for the first time this past semester (Spring 2014).  I had designed the [QR assignment](https://bbhosted.cuny.edu/webapps/lobj-journal-bb_bb60/blog/LEH01_NICHE_1126/_14089493_1/Home?cmd=GetImage&systemId=A_19_S14+-+sugar+%26+diabetes__0.docx) and [assessment](https://bbhosted.cuny.edu/webapps/lobj-journal-bb_bb60/blog/LEH01_NICHE_1126/_14089493_1/Home?cmd=GetImage&systemId=A_19_S14+-+assessment+instrument+-+revised__0.docx) last summer for that course.  The section I taught only had 13 people enrolled, and 12 of them participated in the class.  9 of them completed the QR Assignment.

(1) The [attached pdf document](https://bbhosted.cuny.edu/webapps/lobj-journal-bb_bb60/blog/LEH01_NICHE_1126/_14089493_1/Home?cmd=GetImage&systemId=NICHE+Assessment+Results+Broughton+BCC+S14__0.pdf) has the raw data (with student names removed) by question number, using the Assessment rubric I designed last year.  All students completed the consent forms (Esther - I'll send them to you through intercampus mail).

(2) I had the following SLOs:

a) Graph biological data provided by the instructor, using a scatter plot. (Knowledge & Conceptual Understanding ) => Two questions on the assignment addressed this learning outcome for a total of 2 points.  All students could obtain the correct data (1st question).  5 out of 9 students correctly graphed the data; while the other 4 graphed the data with some errors like forgetting labels or reversing the axes (2nd question).  
b) Interpret the relationship between the variables in the scatter plot without making unsupported cause and effect conclusions and determine what additional information would be helpful in analyzing the data. (Thinking and Other Skills ) => Five questions or subquestions addressed this learning outcome for a total of 3.5 points.  About two-thirds of the students were able to answer the 4 questions that asked them to describe trends and find and summarize facts about data (like actual vs. recommended sugar intake).  However, more than half of the students (5 out of 9) were unable to distinguish correlation from causation (the fifth question).  They may have been confused because we discussed the relationship between sugar and diabetes in class with other information, but for this assignment, they were only supposed to use the information provided by the reading.   
c) Use analysis and evaluation of biological data (and facility with graphs) to make informed decisions about food choices. (Attitudes, Values, Dispositions, and Habits of Mind ) => No questions on this assignment specifically addressed this learning outcome.  However, two of the questions did address this category.  For the first question, all students were able to reflect on the process of graphing the data.  For the second question, 6 of the 9 students expressed an opinion about the reason the federal goverment removed data from a website.  The others did not express an opinion as part of their answer.

There was supposed to be a class discussion, as well, but we did not use the questions that I had intended too (it was folded into a larger discussion that included more sources and the questions were more organic to the discussion).  However, I did ask students a question similar to (c) on the midterm and all 12 students said that the class made them either think about or change their behavior and the majority of them used examples about food choices.

(3) I think the assessment instrument helped me understand if the students understood the reading and the point of the reading, which the majority of them seemed to do.  I think the whole assignment needs to be better integrated into the class activities.  I also need to better incorporate graphing, correlation, and causation both before and after this activity.  I may also shift some of the points in the assessment instrument so that students get fewer points for basic skills and more points for analysis and synthesis skills than they currently get.

(4) I liked the assignment that I created during NICHE.  The students enjoyed the reading.  It seemed to be at the appropriate reading level for all of the students.  We were doing more complex, higher-level readings on the same topic around the same time, and I think this assignment helped the students better understand the whole topic.  I definitely plan to continue using this assignment and rubric.  I think the next time I teach this course (my second time ever), when I have a more coherent syllabus, I will do  better job of integrating the assignment and its learning outcomes into the overall trajectory of the course.