Assessment: Course Four Column

Courses (SCI) - Biology

BIOL 191:Intro Organismal Biology

Course Outcomes	*Assessment Measures*	*Results*	*Actions*
Eukarya, archea, and bacteria - Solve problems and answer essay questions on the origin of diversity and evolutionary relationships of the eukarya, archea, and bacteria. **Course Outcome Status:** Active **Next Assessment:** 2020-2021 **Start Date:** 10/27/2015	**Exam -** Exam 1 Lab Practical 1 **Criterion:** 60%	**Reporting Period:** 2016-2017 **Criterion Met:** Yes Exam 1: 76% Exam 2: 84% (02/12/2018)	**Action:** No action required. This is a difficult outcome, but the combination of lecture and lab reinforces the key concepts. It is particularly important for students to see some of the organisms in lab and helps them to meet this outcome. (02/12/2018)
Digestion, gas exchange, circulation, the nervous system, and movement in animals - Solve problems and answer questions on the anatomy and physiology of digestion, gas exchange, circulation, the nervous system, and movement in animals **Course Outcome Status:** Active **Next Assessment:** 2020-2021, 2021-2022 **Start Date:** 10/27/2015	**Exam -** Exam 2 Practical 2 **Criterion:** 60%	**Reporting Period:** 2016-2017 **Criterion Met:** Yes Exam 2: 84% Practical 2: 92% (02/12/2018)	**Action:** No action is required. This is another area in which the lab is critical to reinforcing lecture concepts. In the future, I might stress lab dissections more, because this is a good way to get across these concepts. (02/12/2018)
Reproduction, development, nutrition, transport and control systems in plants. - Solve problems and answer essay questions on the anatomy and physiology of reproduction, development, nutrition, transport and control	**Exam -** Exam 3 Practical 2, Questions 15-23 **Criterion:** 60%	**Reporting Period:** 2016-2017 **Criterion Met:** Yes Exam 3: 85% Practical 2, Questions 15-23: 88% (02/12/2018)	**Action:** No action is required. However, I noted that one concept that is difficult for students is plant life cycles. I will add more examples of this in both lecture and lab. (02/12/2018)

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systems in plants. **Course Outcome Status:** Active **Next Assessment:** 2020-2021 **Start Date:** 10/27/2015			
Complexity of our biosphere - Solve problems and answer essay questions on the complexity of our biosphere and be able to analyze the ecological interactions within it. **Course Outcome Status:** Active **Next Assessment:** 2020-2021 **Start Date:** 10/28/2015	**Exam -** Exam 4 Practical 2, Question 24 **Criterion:** 60%	**Reporting Period:** 2016-2017 **Criterion Met:** Yes Exam 4: 89% Practical 2, Question 24: 86% (02/12/2018)	**Action:** No action is required. Students really enjoyed the ecology section. This could be expanded in the future, especially in lab. (02/12/2018)
Observation and critical thinking to arrive at informed conclusions - Analytic use of observation and critical thinking to arrive at informed conclusions concerning scientific data. **Course Outcome Status:** Active **Next Assessment:** 2020-2021 **Start Date:** 10/28/2015	**Exam -** Exams 1-4. Short Answer Questions Practical 2, Question 24 **Criterion:** 60%	**Reporting Period:** 2016-2017 **Criterion Met:** Yes Exam 1: 83% Exam 2: 82% Exam 3: 82% Exam 4: 83% Practical 2, Question 24: 86% (02/12/2018)	**Action:** No action is required. Students performed really well at this. (02/12/2018)
Scientific terminology - Proficiency in the use of scientific terminology. **Course Outcome Status:** Active **Next Assessment:** 2020-2021 **Start Date:** 10/28/2015	**Exam -** All exam questions. **Criterion:** 60%	**Reporting Period:** 2016-2017 **Criterion Met:** Yes Exam 1: 76% Exam 2: 84% Exam 3: 85% Exam 4: 89% (02/12/2018)	**Action:** No action required. Students performed well and consistently improved. (02/12/2018) **Follow-Up:** Strengths: The use of graphs and short answer questions in exams was a clear strength of this course. This is an important component of any science course and students showed clear mastery in this area. This is definitely something I will continue to include. It was also clear how the lab component compliments the lecture part of this course. Students consistently did well on lab practicals and seemed to really enjoy this part

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			of the class. They also enjoyed the ecology lab, in which I took students into the field to collect data. This could be expanded upon in the future, if time allows. Targeted Changes: Students performed less well on multiple choice components of exams. I will re-examine these parts of my assessment and highlight questions that can be improved or areas that can be better highlighted in my instruction. One solution could be to make sure questions are clearly worded and that they align well with the language we used in class. The laboratory component of this course is a great asset for students and I think I can improve it so it can be even better. I would add more dissections and using dissections to reinforce outcomes from lecture (e.g. animal anatomy and physiology). As noted above, I will also attempt to add more field trips, as students said they really enjoyed this component. One place this could be done is for the laboratories on plant form and function. (02/12/2018)