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:** 2022-2023	**Exam -** Exam 1 Lab Practical 1 **Criterion:** 60%	**Reporting Period:** 2017-2018 **Criterion Met:** Yes Exam 1: 76% Lab Practical 1: 86% Results Analysis: This is probably the most difficult module in the course. It is a lot of new terminology for the students. See more in Notes below. (01/30/2019)	
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:** 2022-2023	**Exam -** Exam 2 Practical 2 **Criterion:** 60%	**Reporting Period:** 2017-2018 **Criterion Met:** Yes Exam 2: 84% Practical 2: 84% Results Analysis: Students performed really well in this part of the course. (01/31/2019)	
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 systems in plants. **Course Outcome Status:** Active	**Exam -** Exam 3 Practical 2, Questions 15-23 **Criterion:** 60%	**Reporting Period:** 2017-2018 **Criterion Met:** Yes Exam 3: 84% Practical 2, Q15-23: 80% Results Analysis: Students performed really well in this area. Usually, students find the plant material to be more challenging, but	

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Next Assessment: 2022-2023		this group seemed to really enjoy it. See Notes below. (01/31/2019)	
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:** 2022-2023	**Exam -** Exam 4 Practical 2, Question 24 **Criterion:** 60%	**Reporting Period:** 2017-2018 **Criterion Met:** Yes Exam 4: 84% Practical 2, Q24: 100% Results Analysis: Students did well on this module. In lab, I did a different ecology exercise, which the students seem to really enjoy. See more in Notes. (01/31/2019)	
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:** 2022-2023	**Exam -** Exams 1-4. Short Answer Questions **Criterion:** 60%	**Reporting Period:** 2017-2018 **Criterion Met:** Yes Exam 1: 80% Exam 2: 83% Exam 3: 91% Exam 4: 91% Results Analysis: Students always do well on these questions. This is positive overall, but I am wondering if I could make these questions more challenging. See Notes below. (01/31/2019)	
Scientific terminology - Proficiency in the use of scientific terminology. **Course Outcome Status:** Active **Next Assessment:** 2022-2023	**Exam -** All exam questions. **Criterion:** 60%	**Reporting Period:** 2017-2018 **Criterion Met:** Yes Exam 1: 76% Exam 2: 84% Exam 3: 84% Exam 4: 84% Results Analysis: Students showed marked improvement in this throughout the course. (01/31/2019)	**Action:** This was a strong group of students and my ability to teach this course is improving, which made for a successful semester. In terms of further improvement, I think the first module needs the most work. This is the diversity section and presents students with a lot of new terminology and I think it can be overwhelming to them. We are planning to use a new textbook in this course and I think this will help to streamline the presentation of the material.

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			Next time, I would try to find ways to tie all of the new terminology to key examples. I think this could help students to make connections with the unfamiliar terminology. Also, I might reduce this content in lecture and focus on it more in lab, where students can actually see the organisms. This should make them seem less abstract. The plant section went really well this time. Students seemed to be really interested and several noted that they learned a lot here. I think this was covered better in lab, too. During this section, it was helpful to project slides of plant tissues to help students orient themselves. I think it is challenging for them to identify plant tissues and doing this more seemed to help with that. I also tried a new Ecology exercise in lab and the students seemed to really enjoy it. It worked really well and helped students to understand some of the more complex dynamics in Ecology. The previous Ecology lab also worked well, too. It would be great to include both. I will have to think about how to free up more time to do this, if possible. The schedule for the lab is really tight, but it would be great to include more ecology and more “hands on” or computer analysis. (01/31/2019)