



Assessment Reporting

Degree/Cert/Program

Delivery Mode:

Submitted by:

Participating Faculty and Staff:

Outcome Assessed:

Courses Used:

Liberal Arts: Science Exploration

(Choose one)

R-EUREKA\Dave-Bazard on 11/22/2019

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4 - Explain the processes involved in cell biology and evolutionary change.

AG-23, SLO#1
BIOL-1, SLO#2
BIOL-1, SLO#3
BIOL-15, SLO#3
BIOL-20, SLO#1
BIOL-20, SLO#1
BIOL-3, SLO#2
BIOL-4, SLO#1
BIOL-5, SLO#3
BIOL-8, SLO#2
BIOL-8, SLO#3

Course or degree outcomes to be added/changed/removed:

Course Level Assessments:

0 courses were not successful at conveying this outcome.

5 courses were generally successful at conveying this outcome.

6 courses were definitely successful at conveying this outcome to most of the students.

6 courses were not included in this report.

Findings/Results:

Assessments of 376 students were used in this analysis. 45% of those students met expectations, 31% exceeded expectations, and 24% did not meet expectations.

The faculty noted that two of the mapped course outcomes did not appear to be good measures of this PLO. These are AG-17, SLO#4 and ENVSC-10, SLO#2. The Department should consider remapping this program outcome to ensure the course outcomes map to the program outcomes.

The following are comments regarding the individual course assessments and the ability of students to achieve the outcomes.

*Emphasize more in future classes what hierarchical organization means (maybe redefine as layers of complexity?).

*Students struggle with these large concepts and need more explicit connections to these concepts throughout the course content. Providing opportunities to work with the concepts throughout the semester may increase student achievement of this outcome.

*Nature videos showing the ability of the octopus to change color providing the students with a visual representation of chromatophores in octopus. These activities may have made it easier for students to remember this information.

*Since this was a take-home assignment where students were allowed to use any resource, including each other, it seems to have fostered a better reading of the question. This might work well as an in-class activity where different groups work on different parts of the question then have to teach each other what they found.

*In the future I will emphasize to students that they should use their notes from class when given the opportunity to do so. I will also give students examples of essay responses that meet and exceed expectations prior to the exam.

The discussion resulting from a review of the assessment comments led to the following conclusions:

1. There is a correlation of students not taking adequate notes and poor performance on assessments. Faculty should consider strategies to help all students understand the need for clear note taking and how to use this tool to attain course content and outcomes?
2. Conveying the importance of these concepts to society and all members of society is a way to help students understand the relevance and importance of these concepts to their lives.
3. Students struggle with large concepts (such as the ones in this PLO) and need more explicit

Actions/Changes To Be Implemented:**Course Mapping:**

Eleven Outcomes, assessed in the current 4-year cycle, were used to assess this program outcome. This is 11 of the 17 outcomes mapped to the PLO. We find this to be sufficient to evaluate student

