

# **Course Student Learning Outcomes Assessment**

**BIOL 200 Environment of Man**

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# Table of Contents

<b>General Information</b>	<b>1</b>
<b>Standing Requirements</b>	<b>2</b>
Course Description.....	2
Course Student Learning Outcomes.....	2
<b>2014-2015 Assessment Cycle</b>	<b>3</b>
Measurements.....	3
Findings.....	3
Plans of Action.....	4
Status Reports.....	5
<b>2013-2014 Assessment Cycle</b>	<b>6</b>
Measurements.....	6
Findings.....	6
Plans of Action.....	7
Status Reports.....	8
<b>2012-2013 Assessment Cycle</b>	<b>9</b>
Measurements.....	9
Findings.....	9
Plans of Action.....	9
Status Reports.....	9

## **General Information (Course Student Learning Outcomes Assessment)**

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# Standing Requirements

## 📖 Course Description

A biological and physical science introduction to environmental problems such as energy resources pollution land use population and food including economic and political factors. A natural science elective.

## 📖 Course Student Learning Outcomes

### BIOL 200 Environment of Man Outcome Set

Outcome	
Outcome	Mapping
Outcome 1 Demonstrate a coherent understanding of the relationship between ecosystems, populations, and pollutants.	<b>Institutional Student Learning Outcomes:</b> Act 3, Communicate 1, Communicate 3, Learn 1, Think 1, Think 2, Think 3
Outcome 2 Express a fundamental comprehension of ecological principles by citing examples.	<b>Institutional Student Learning Outcomes:</b> Act 3, Communicate 1, Communicate 3, Learn 1, Think 1, Think 2, Think 3

## 2014-2015 Assessment Cycle

### Measurements

#### Outcomes and Measures

#### BIOL 200 Environment of Man Outcome Set

##### Outcome

###### Outcome 1

Demonstrate a coherent understanding of the relationship between ecosystems, populations, and pollutants.

▼ **Measure:** Means of assessment 200  
Course level; Direct - Exam

**Description of Measurement Tool:** Multiple-choice questions will be inserted into various lecture exams.

**Criteria for Success: Individual & Collective Student Criterion:** A benchmark of 70% of the class getting the correct answers.

**Cycle of Assessment:** Spring 2016

**Who is Responsible for Assessment Activity?:** Biology faculty currently teaching the course.

###### Outcome 2

Express a fundamental comprehension of ecological principles by citing examples.

▼ **Measure:** Means of assessment 200  
Course level; Direct - Exam

**Description of Measurement Tool:** One to three multiple choice questions will be inserted into various exams.

**Criteria for Success: Individual & Collective Student Criterion:** 70% of the students, on average, are expected to answer the question(s) correctly.

**Cycle of Assessment:** Spring 2015

**Who is Responsible for Assessment Activity?:** Biology faculty currently teaching the course.

### Findings

#### Finding per Measure

#### BIOL 200 Environment of Man Outcome Set

##### Outcome

###### Outcome 1

Demonstrate a coherent understanding of the relationship between ecosystems, populations, and pollutants.

▼ **Measure:** Means of assessment 200  
Course level; Direct - Exam

**Description of Measurement Tool:** Multiple-choice questions will be inserted into various lecture exams.

**Criteria for Success: Individual & Collective Student Criterion:** A benchmark of 70% of the class getting the correct answers.

**Cycle of Assessment:** Spring 2016

**Who is Responsible for Assessment Activity?:** Biology faculty currently teaching the course.

**Findings** for Means of assessment 200

*No Findings Added*

**Outcome 2**

Express a fundamental comprehension of ecological principles by citing examples.

▼ **Measure:** Means of assessment 200  
Course level; Direct - Exam

**Description of Measurement Tool:** One to three multiple choice questions will be inserted into various exams.

**Criteria for Success: Individual & Collective Student Criterion:** 70% of the students, on average, are expected to answer the question(s) correctly.

**Cycle of Assessment:** Spring 2015

**Who is Responsible for Assessment Activity?:** Biology faculty currently teaching the course.

**Findings** for Means of assessment 200

**Summary of Findings:** One question was used for this assessment. Out of 16 students who answered the question, 10 of them answered it correctly (62.5%).

**Results:** Criteria for Success Achievement Status: Not Met

**Analysis of Findings:** This was below our level of expectation. One problem is that the sample size is low and the other is that we had an adjunct teach the course this semester, which means that the question(s) may be worded differently than the students are used to or the material is explained differently, not in the same context as the question.

**Recommendations:** We will use this question again next spring when the course is again offered. At this point we are not sure if an adjunct will teach it again or we may just change up the question(s).

**Overall Recommendations**

*No text specified*

 **Plans of Action**

**Actions**

**BIOL 200 Environment of Man Outcome Set**

**Outcome**

**Outcome 2**

Express a fundamental comprehension of ecological principles by citing examples.

▼ **Action:** Plan of action for 200, SLO #2

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Details of Plan of Action:** This is our first time assessing this SLO and we have had different people teaching the course over the last 3 years. The class has low enrollment so our samples are small. We need some consistency in the course as far as who is teaching it, therefore we will have the same instructor using their own questions.

**Plan of Action Timeline:** One cycle (2 years).

**Who is responsible for carrying out the Plan of Action?:** Biology faculty currently teaching the course.

**How will you determine if the Plan of Action has been effective?:** When the 70% or more students answer the question(s) correctly.

**Additional Resources Required (if any):**

**Budget request amount:** \$0.00

**Priority:** Medium

## 📄 Status Reports

### Action Statuses

#### BIOL 200 Environment of Man Outcome Set

##### Outcome

##### Outcome 2

Express a fundamental comprehension of ecological principles by citing examples.

##### ▼ Action: Plan of action for 200, SLO #2

**Details of Plan of Action:** This is our first time assessing this SLO and we have had different people teaching the course over the last 3 years. The class has low enrollment so our samples are small. We need some consistency in the course as far as who is teaching it, therefore we will have the same instructor using their own questions.

**Plan of Action Timeline:** One cycle (2 years).

**Who is responsible for carrying out the Plan of Action?:** Biology faculty currently teaching the course.

**How will you determine if the Plan of Action has been effective?:** When the 70% or more students answer the question(s) correctly.

**Additional Resources Required (if any):**

**Budget request amount:** \$0.00

**Priority:** Medium

##### Status for Plan of action for 200, SLO #2

*No Status Added*

### Status Summary

*No text specified*

### Summary of Next Steps

*No text specified*

## 2013-2014 Assessment Cycle

### Measurements

#### Outcomes and Measures

#### BIOL 200 Environment of Man Outcome Set

##### Outcome

###### Outcome 1

Demonstrate a coherent understanding of the relationship between ecosystems, populations, and pollutants.

▼ **Measure:** Means of assessment 200  
Course level; Direct - Exam

**Description of Measurement Tool:** Multiple-choice questions will be inserted into various lecture exams.

**Criteria for Success: Individual & Collective Student Criterion:** A benchmark of 70% of the class getting the correct answers.

**Cycle of Assessment:** Spring 2014

**Who is Responsible for Assessment Activity?:** Biology faculty currently teaching the course.

###### Outcome 2

Express a fundamental comprehension of ecological principles by citing examples.

▼ **Measure:** Means of assessment 200  
Course level; Direct - Exam

**Description of Measurement Tool:**

**Criteria for Success: Individual & Collective Student Criterion:**

**Cycle of Assessment:** Spring 2015

**Who is Responsible for Assessment Activity?:** Biology faculty currently teaching the course.

### Findings

#### Finding per Measure

#### BIOL 200 Environment of Man Outcome Set

##### Outcome

###### Outcome 1

Demonstrate a coherent understanding of the relationship between ecosystems, populations, and pollutants.

▼ **Measure:** Means of assessment 200  
Course level; Direct - Exam

**Description of Measurement Tool:** Multiple-choice questions will be inserted into various lecture exams.

**Criteria for Success: Individual & Collective Student Criterion:** A benchmark of 70% of the class getting the correct answers.

**Cycle of Assessment:** Spring 2014

**Who is Responsible for Assessment Activity?:** Biology faculty currently teaching the course.



**Findings for Means of assessment 200**

**Summary of Findings:** 1. The population change in a particular year can be calculated by:  
 A) (deaths+emigration) – (births+immigration)  
 B) (births+immigration) – (deaths+emigration)  
 C) (deaths+immigration) – (births+emigration)  
 D) (births+emigration) – (deaths+immigration)

19/20 answered correctly. (95%)

2. Generally speaking, an animal whose population is widely scattered geographically is \_\_\_\_\_ as/than one whose population is geographically restricted.  
 A) more likely to become extinct.  
 B) less likely to become extinct  
 C) equally likely to become extinct  
 D) equally unlikely to become extinct

16/19 answered correctly. (84.2%)

3. DDT accumulation in North American eagles, pelicans, and other birds disrupt birds’ calcium metabolism, causing:  
 A) infertility.  
 B) thin eggshells.  
 C) severe nerve damage.  
 D) adult deformities.  
 E) all of these.

11/19 answered correctly. (57.9%)

**Results:** Criteria for Success Achievement Status: Met

**Analysis of Findings:** Questions #1 and #2 had a very high number of students getting them correct, just over half of the class got #3 correct. An overall average of 79% of the class chose the correct answer, which meets the benchmark.

**Recommendations:** Questions #1 and #2 had a very high number of students getting them correct, just over half of the class got #3 correct. Questions #1 and #2 are just basic knowledge questions so I would expect the more students to get those correct than incorrect. #3 is an application question, which many students tend to have trouble with. I will continue to use these but maybe give more application questions on quizzes and assignments to prepare them for the exams.

**Outcome 2**

Express a fundamental comprehension of ecological principles by citing examples.

▼ **Measure:** Means of assessment 200  
 Course level; Direct - Exam

**Description of Measurement Tool:**

**Criteria for Success: Individual & Collective Student Criterion:**

**Cycle of Assessment:** Spring 2015

**Who is Responsible for Assessment Activity?:** Biology faculty currently teaching the course.

**Findings for Means of assessment 200**

*No Findings Added*

**Overall Recommendations**

*No text specified*

 **Plans of Action**

 **Status Reports**

## 2012-2013 Assessment Cycle

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 **Measurements**

 **Findings**

 **Plans of Action**

 **Status Reports**