Course Assessment - Part A: Your Plan

COMPLETE #526

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or swade@cgcc.edu.

BI 213 - Principles of Biology - 1096734 - Julie Burton - Spring 2021

* **Part A: Your Plan DIRECTIONS 1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey): Outcome #1**

Apply biological theories and concepts to novel problems in plant/animal anatomy and physiology and ecology.

* **Outcome #2**

Communicate concepts in plant/animal anatomy and physiology and ecology using appropriate terminology in both written and verbal forms.

* **Outcome #3**

Assess the strengths and weaknesses of scientific studies in plant/animal anatomy and physiology and ecology and critically examine the influence of scientific and technical knowledge of plant/animal anatomy and physiology and ecology on human society and the environment.

Have you completed an assessment for this course prior to this term?

No

If yes, are you assessing different outcomes?

Yes

Comments:

Course has only ever been taught online as it as first taught in 2020 during lockdon for Covid-19. This is not an online class but has been adapted.

2. To which degree(s) or certificate(s) does your course map? Degree, Certificate, & Program Outcomes

GENERAL EDUCATION, NURSING AND HEALTH OCCUPATIONS, Associate of Applied Science - Nursing (OCNE)

* **Method of Assessment 3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.) Outcome #1: Method to assess student understanding**

Students are challenged to research and humanely trap organisms in the wild--tardigrades--and to apply their knowledge of anatomy and physiology of non-arthropods. Tardigrades are not arthropods and are very unique in their ability to withstand stress. These animals have some novel adaptations which we study, and are ubiquitous in Northwest conifers of which we also study the anatomy and physiology. Locating the Tardigrades and observing their behaviors is relevant to understanding how animals face extreme change, such as global climate change and space exploration. Students complete a lab report about their experiences and document their finds in picture forums during two weeks of study.

*** Outcome #2: Method to assess student understanding**

We communicate animal anatomy and physiology of arthropods: Including grasshoppers, locust and cicada. This provides a couple of assessments: 1) Analysis assignment and class discussions about periodical cicada broods and; 2) A Group Forum on the physiology of grasshoppers that become locust under certain conditions. Students will communicate details of cicadas and on somewhat chronic locust swarming in North Africa and the Middle East in a "swarm forum".

*** Outcome #3: Method to assess student understanding**

We access, read and evaluate relevant scientific papers (primary literature) weekly during class. Students are provided a link to a full paper on a subject that relates to the text and lecture and lab. We verbally talk about the weeks paper in class and I have the opportunity to bring in connections to curriculum. Students are taught to critically analyze a scientific paper and encouraged to form opinions about the subject matter in discussions and students receive credit for following a checklist of points.

*** 4. How will you know if you were successful in your efforts to teach this outcome? Outcome #1:**

Forum should show efforts during the investigation and their research paper should document their understanding about anatomy and physiology of these non-arthropods. I'd measure success if 50% participants posted pictures and if grading of their lab reports showed scores of 70% or higher.

*** Outcome #2: How will you know if you were successful in your efforts to teach this outcome?**

Success would be clear if scores of 70% or higher are seen on a cicada analysis and a lively group forum participation of at least 75% of students scoring 70% or higher on their posts.

*** Outcome #3: How will you know if you were successful in your efforts to teach this outcome?**

Students receive points (120 points) Scientific Paper critiques: There are 10 papers worth 15 points each and I take the 8 highest scores (53% of assigned papers).

5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation. Question #1

How will you continue to study anatomy and physiology?

Question #2

Do you think your understanding of animal and plant anatomy has increased after BI213?

Do you require the names of students who complete the course evaluation survey? (Please note: names will be sent to instructors the Thursday before term ends)

NO

**Reminder, when completing Part B, instructors will be asked the following questions: Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Institutional Learning Outcomes (ILO): 1. ILO#1 - Communication - "Sources and Evidence" and/or "Organization and Presentation" 2. ILO#2 - Critical Thinking/Problem Solving - "Student Position" and/or "Evaluate Potential Solutions" 3. ILO#4 - Cultural Awareness -
"Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions") 4. ILO#5 - Community and Environmental Responsibility -
"Understanding Global Systems" and/or "Applying Knowledge to Contemporary Global Contexts" 5. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

4. ILO#5 - Community and Environmental Responsibility - "Understanding Global Systems" and/or "Applying Knowledge to Contemporary Global Contexts"