



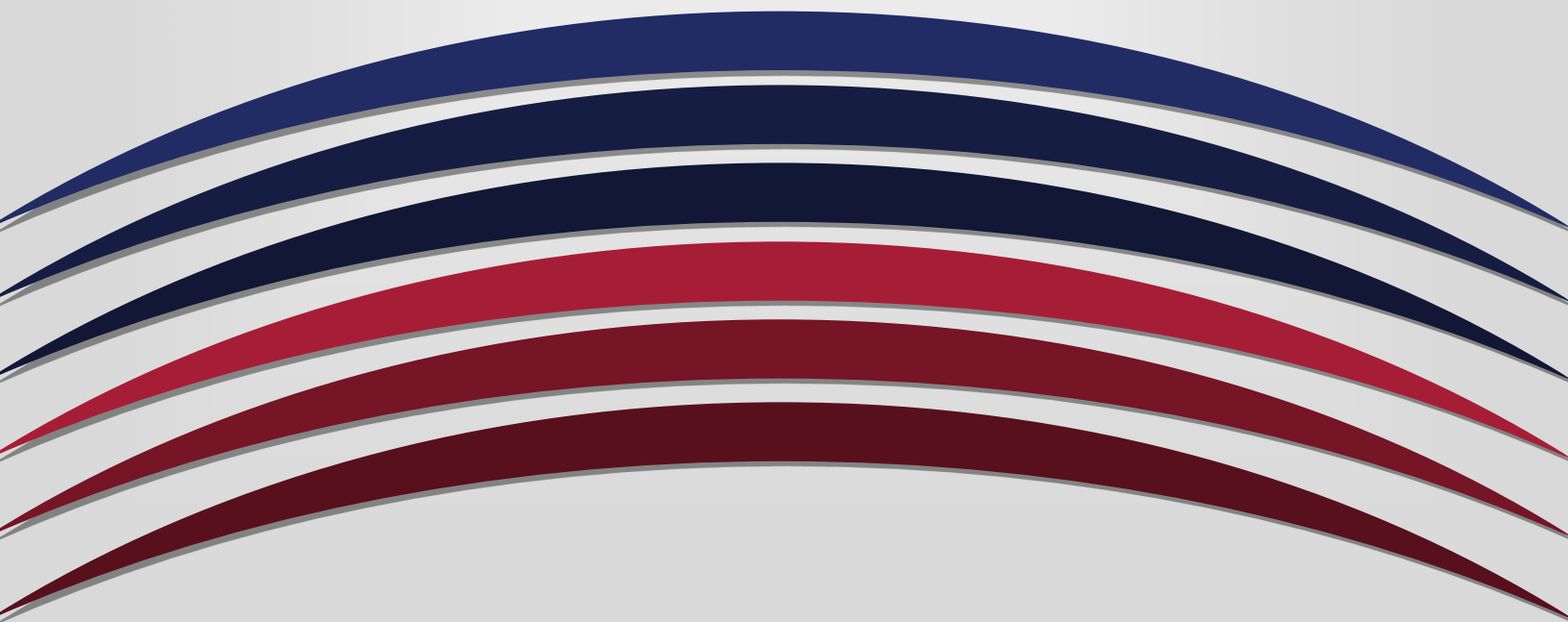
UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: _ BIOL 1300 Non-Majors

Biology

Academic Year: __2021-2022__



1. Name of course: BIOL 1300 Biology for Non-Major
2. Name of individual(s) compiling report: Aiwei Borengasser
3. Date of submission: 9/1/2022
4. Academic year: 2021-2022

Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

Course Learning Outcomes: BIOL 1300 (Class)

1. Define the levels of the organization and related functions of bacteria, plants, and animals
2. Describe the characteristics and basic needs of living organisms
3. Analyze the processes of growth and inheritance in individuals and populations.
4. Test a hypothesis that is formulated from observations

2. Which CLOs were addressed for the academic year?

CLO # 2 - Describe the characteristics and basic needs of living organisms

CLO #3 - Analyze the processes of growth and inheritance in individuals and populations.

3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

CLO #2 - Describe the characteristics and basic needs of living organisms

CLO #3 - Analyze the processes of growth and inheritance in individuals and populations.

4. How does this report connect or map to program-level or institutional-level outcomes?

CLO #2 connects to PLO #1 and #3; ILO #1, #2, and #4

CLO #3 connects to PLO #3 and ILO #2

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.

<p>Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported?</p> <p><i>Note: If more than one assessment method was used, you may insert an additional row.</i></p>	<p>CLO #2 - Describe the characteristics and basic needs of living organisms. Direct. Information Literacy project which is a paper on an Endangered Species. The paper is divided into sections that can be analyzed separately. We collect the average scores for the sections being analyzed in the paper from all 1300 sections. We are currently looking at Taxonomy and Range.</p>	
<p>Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported?</p> <p><i>Note: If more than one assessment method was used, you may insert an additional row.</i></p>	<p>CLO #3 - Analyze the processes of growth and inheritance in individuals and populations. Direct. Standardized Test. Each student in Non-Majors Biology will answer the same 10 multiple choice questions embedded in Exam 4. These questions will be testing their knowledge and understanding of cell division (mitosis and meiosis). Face to face classes will be tested either online through Blackboard or on paper within the class.</p>	
<p>Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.</p>		<p>No</p>
<p>How do you define success for an individual student on the CLO assessment assignment or measure?</p>	<p><i>Student scores 70% on the questions linked to the CLO</i></p>	
<p>How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?</p>	<p><i>70% of students in the course achieve success on the CLO assessment assignment or measure</i></p>	

How many students completed the assessment, and how many were successful?	CLO 2 Fall 32 students assessed 30 successful (94% success rate)	CLO 2 Spring 77 students assessed 67 successful (88% success rate)
How many students completed the assessment, and how many were successful?	CLO 3 Fall 31 students assessed 23 successful (74% success rate)	CLO 3 Spring 88 students assessed 72 successful (82% success rate)
Academic Year Total (add the numbers from Fall and Spring)	CLO 2: 109 students assessed 97 successful (89% success rate) CLO 3: 119 students assessed 95 successful (80% success rate)	
Was the benchmark/goal for this academic year met?	Yes	
Were standardized rubrics, tests, or checklists used?	Yes	

5. What is your analysis of the findings?

We exceeded our target of 70% overall success in both assessments for both semesters, so the evidence shows that students are successfully learning biological concepts in BIOL 1300 for non-majors. There were a few problem questions in the mitosis/meiosis where students sent below the 70% threshold, while the combined 10 question average was above 70%. These particular questions need to be examined to see if there is a problem with the questions or if we need to emphasis this content more.

6. What is the action plan for the upcoming academic year?

Explain.

CLO # 2 - Describe the characteristics and basic needs of living organisms

CLO #3 - Analyze the processes of growth and inheritance in individuals and populations.

We will assess cell division, protein synthesis, and the endangered species report in Fall 2022 and Spring 2023, looking at CLO 2 & 3 in more detail. We will review ways to cover the material on the problem questions for the cell division assessment or rewrite the questions if needed.

We will work on ways to be sure students have access to more information on ranges for animals and perhaps offer websites they could use.