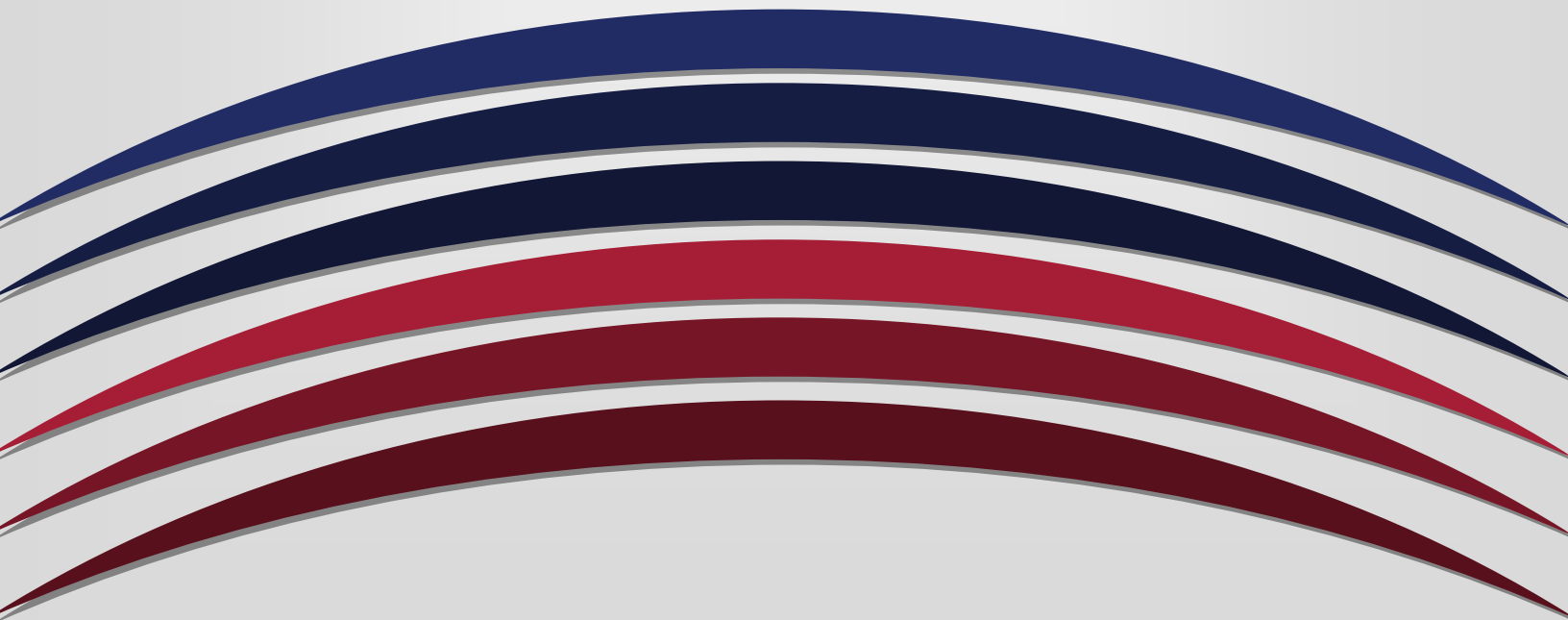


UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report
Course: Zoology BIOL 2305
Academic Year: 2022-2023

**Due to Chair/Program Director and Faculty Assessment Chair by
September 1**



1. Name of course: BIOL 2305 Zoology
2. Name of individual(s) compiling report: George Lauster
3. Date of submission: Sept 22, 2023 (deadline extended by assessment lead)
4. Academic year: 2022-2023 course only offered spring 2023

Course-Level Learning Outcomes

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

- CLO 1: Evolution and Animal Diversity; The student will explain, describe, discuss, recognize, and/or apply knowledge and understanding of Evolution and Animal Diversity (includes Evolution, animal architecture, animal diversity, taxonomy, and classification).
- CLO 2: Unicellular Eukaryotes; The student will explain, describe, discuss, recognize, and/or apply knowledge and understanding of the Unicellular Eukaryotes (includes form and function, taxa, health and ecological aspects).
- CLO 3: The Invertebrates; The student will explain, describe, discuss, recognize, and/or apply knowledge and understanding of the Invertebrates (includes form and function, taxa, health, agricultural, and ecological aspects).
- CLO 4: The Vertebrates; The student will explain, describe, discuss, recognize, and/or apply knowledge and understanding of the Vertebrates (includes chordate characteristics, aquatic and terrestrial vertebrates, form and function, taxa, ecology, importance).

2. Which CLOs were addressed for the academic year?

CLO 1: Evolution and Animal Diversity. The student will explain, describe, discuss, recognize, and/or apply knowledge and understanding of Evolution and Animal Diversity (includes Evolution, animal architecture, animal diversity, taxonomy, and classification).

Focus was on animal architecture terminology and applications of terms.

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

Same CLO 1 topic will be address.

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

(ILO link: <https://uaptc.edu/college-academics/resources/student-learning-outcomes>
PLO list will vary depending on your Program.)

This course is not part of the General Education program outcomes. This course does align with ILOs 2, Critical Thinking.

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><i>Students complete online question set regarding animal structure terminology and application of terms. These questions were part of larger set of questions on animal architecture. Item analysis was performed to determine proficiency.</i></p>	
<p>Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.</p>	<p>No</p>	<p>Yes <i>Online questions regarding animal structure terminology and application of terms.</i></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 pertaining to animal structure nomenclature for CLO 2</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>	
<p>How many students completed the</p>	<p>Fall</p>	<p>Spring</p>

assessment, and how many were successful?	<i>Course not offered</i>	<i>6 students assessed 4 successful (67% success rate)</i>
Academic Year Total (add the numbers from Fall and Spring)	<i>6 students assessed 4 successful (67% success rate)</i>	
Was the benchmark/goal for this academic year met?		No
Were standardized rubrics, tests, or checklists used?		Yes

5. What is your analysis of the findings?

CLO 1: Evolution and Animal Diversity. The student will explain, describe, discuss, recognize, and/or apply knowledge and understanding of Evolution and Animal Diversity (includes Evolution, animal architecture, animal diversity, taxonomy, and classification).

Students struggled particularly with these questions,

- Describe features of lophotrochozoans.
- Define medial and lateral.
- Describe deuterostomes.
- Recall the main functions of epithelia.
- Contrast protostomes and deuterostomes.
- Describe the cellular level of organization.
- Recall the simplest level of organization.
- Recall the general terms for the functional and supporting cells of organs.
- Differentiate an incomplete gut.
- Define spherical symmetry.
- Define dorsal and ventral.
- Distinguish spiral cleavage.
- Describe protostomes.
- Describe the cell-tissue level of structural organization.

There are many terms used to describe animal taxonomy. Terms students struggle with involved labelling and applying concept of viewing planes, symmetry in body plans, cleavage, and basic body plan development.

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

Explain.

A more clear sequence of body plan developments in lecture or online simulator.

Questions applying symmetry and viewing plane to these sequence drawings. Finally, applying the terminology to several common animal bodies students are already familiar with (sponges, worm, birds, insects, human, etc.). This will be done as a separate online assignment, complete with images.