Assessment Date: Spring 2013

Faculty Name(s): Jeff Watanabe

1. Course Name and Number:

ENVS 142

2. All Course SLOs from the Course Outline of Record:

1. Use the scientific method to predict, test, and find answers to questions about living organisms and the environment
2. Demonstrate an understanding of the structure, function, and diversity of life and the planet’s ecosystems
3. Recognize the evolutionary relationships and processes that unites all living organisms
4. Identify how human population growth has led to resource constraints and environmental degradation
5. Apply knowledge of natural ecosystems to propose solutions to environmental challenges

3. Specific Course SLO(s) assessed as part of this project:

SLO #2 and #3

4. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.):

In the laboratory students were required to visually identify real animal specimens to phylum. Specimens were either alive, preserved, or photos were provided on screen.

NOTE: This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

5. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above.):
Students identified the organisms during a lab practical after having studied the organisms in previous labs and lecture. One of the goals of the class is to make students adequate naturalists so that they may see an organisms in nature (the sea, the forest, the marsh, the desert) and know and understand which group the organism belongs and its place on the evolutionary tree.

6. Results and analysis of the data. (Explain below and if applicably copy/paste any related documents, i.e. spreadsheets with data at the end of this document.):

14/16 students were able identify the organisms with a passing grade of 70% or higher. The average grade was 84%. So after 2/3 of a semester most students were able to adequately identify to phylum the most common animals on the planet.

7. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

Results have just been tabulated and will be discussed at the next meeting.

8. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

I plan on continuing this assessment method as well as adding different global habitats to the visual identification.

9. Results of implemented changes, if available at this time:

Please save your finished document in the following format: 
 yyyysemester-sloa-courseid.doc
 example: 2012fall-sloa-engl101c.doc