

Unit Course Assessment Report - Four Column

College of Micronesia - FSM

A - instruction - General Education

Mission Statement: The primary purpose of the General Education Program is to offer courses for general academic and vocational growth, personal enrichment, and cultural development which will encourage students to formulate goals and develop values for the enrichment of their lives.

Course Student Learning Outcomes	Assessment Strategies & Target / Tasks	Results	Improvement & Follow-Up
<p>A - instruction - General Education - SC 111 - Environmental Science - SC111_CSLO_1 - Describe the main concepts of environmental science and the history of the environmental movement. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Quiz</p> <p>Assessment Type: Exam/Quiz - In Course</p>	<p>01/20/2015 - 67.4% of student were able to describe the main concepts of environmental science and the history of the environmental movement.</p> <p>Target Met: No</p> <p>Reporting Period: Fall 2014</p>	
<p>A - instruction - General Education - SC 111 - Environmental Science - SC111_CSLO_2 - Describe the scientific method, how science operates and be able to communicate using scientific literacy regarding environmental issues. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Quiz</p> <p>Assessment Type: Exam/Quiz - In Course</p>	<p>01/20/2015 - 76.7% of students were able to describe the scientific method, how science operates and be able to communicate using scientific literacy regarding environmental issues.</p> <p>Target Met: Yes</p> <p>Reporting Period: Fall 2014</p>	
<p>A - instruction - General Education - SC 111 - Environmental Science - SC111_CSLO_3 - Describe the structure of matter, energy principles, energy flow, photosynthesis, cellular respiration and chemosynthesis.</p>	<p>Assessment Strategy: Quiz</p> <p>Assessment Type: Exam/Quiz - In Course</p>	<p>01/20/2015 - 68.9% of students were able to describe the structure of matter, energy principles, energy flow, photosynthesis, cellular respiration and chemosynthesis.</p> <p>Target Met:</p>	

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(Created By A - instruction - General Education) CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014) CSLO Status: Active		No Reporting Period: Fall 2014	
A - instruction - General Education - SC 111 - Environmental Science - SC111_CSLO_4 - Describe the basic principles of ecology and the levels of biological and ecological organization within the biosphere. (Created By A - instruction - General Education) CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014) CSLO Status: Active	Assessment Strategy: written research report on a chosen selection or oral/presentation (scored with rubric). Assessment Type: Written Assignment	01/20/2015 - 75.2% of student were able to describe the basic principles of ecology and the levels of biological and ecological organization within the biosphere. Target Met: Yes Reporting Period: Fall 2014	
A - instruction - General Education - SC 111 - Environmental Science - SC111_CSLO_5 - Recognize the difference between primary and secondary succession and compare/contrast terrestrial biomes. (Created By A - instruction - General Education) CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014) CSLO Status: Active	Assessment Strategy: Quiz Assessment Type: Exam/Quiz - In Course	01/20/2015 - 67.3% of students were able to recognize the difference between primary and secondary succession and compare/contrast terrestrial biomes. Target Met: No Reporting Period: Fall 2014	
A - instruction - General Education - SC 111 - Environmental Science - SC111_CSLO_6 -	Assessment Strategy: Quiz	01/20/2015 - 72.1% of students were able to demonstrate understanding of the characteristics	

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<p>Demonstrate understanding of the characteristics used to predict population growth, the fundamental concepts of population ecology and the impact of human population growth on the planet (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Type: Exam/Quiz - In Course</p>	<p>used to predict population growth, the fundamental concepts of population ecology and the impact of human population growth on the planet</p> <p>Target Met: Yes</p> <p>Reporting Period: Fall 2014</p>	
<p>A - instruction - General Education - SC 111 - Environmental Science - SC111_CSLO_7 - Demonstrate understanding of energy resources and describe how they are used worldwide. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Written assignment (scored with rubric).</p> <p>Assessment Type: Written Assignment</p>	<p>01/20/2015 - 69.5% of students were able to demonstrate understanding of energy resources and describe how they are used worldwide.</p> <p>Target Met: Yes</p> <p>Reporting Period: Fall 2014</p>	
<p>A - instruction - General Education - SC 111 - Environmental Science - SC111_CSLO_8 - Understand biodiversity, biodiversity loss and describe the conservation of biodiversity. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Quiz</p> <p>Assessment Type: Exam/Quiz - In Course</p>	<p>01/20/2015 - 68.9% of students were able to understand biodiversity, biodiversity loss and describe the conservation of biodiversity.</p> <p>Target Met: No</p> <p>Reporting Period: Fall 2014</p>	

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<p>A - instruction - General Education - SC 111 - Environmental Science - SC111_CSLO_9 - Explain the importance of soils in agriculture, describe the impacts of agriculture on soils, list soil conservation practices and give examples of sustainable agriculture. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Group debate/discussions or oral/poster presentation (scored with rubric).</p> <p>Assessment Type: Presentation/Performance</p>	<p>01/20/2015 - 71.7% of student were able to explain the importance of soils in agriculture, describe the impacts of agriculture on soils, list soil conservation practices and give examples of sustainable agriculture.</p> <p>Target Met: Yes</p> <p>Reporting Period: Fall 2014</p>	
<p>A - instruction - General Education - SC 111 - Environmental Science - SC111_CSLO_10 - State the freshwater supplies available on earth and describe their use, pollution and sustainability. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014) 2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>	<p>Assessment Strategy: Quiz</p> <p>Assessment Type: Exam/Quiz - In Course</p>	<p>01/20/2015 - 73.8% of students were able to state the freshwater supplies available on earth and describe their use, pollution and sustainability.</p> <p>Target Met: Yes</p> <p>Reporting Period: Fall 2014</p>	
<p>A - instruction - General Education - SC 111 - Environmental Science - SC111_CSLO_12 - Outline the problems associated with solid and hazardous wastes and their recycling alternatives. (Created By A - instruction - General Education)</p> <p>CSLO Assessment Cycle: 2013 - 2014 (Fall 2013) 2013 - 2014 (Spring 2014)</p>	<p>Assessment Strategy: Quiz</p> <p>Assessment Type: Exam/Quiz - In Course</p>	<p>01/20/2015 - 71.1% of students were able to outline the problems associated with solid and hazardous wastes and their recycling alternatives.</p> <p>Target Met: Yes</p> <p>Reporting Period: Fall 2014</p>	

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<p>2013 - 2014 (Summer 2014) 2014 - 2015 (Fall 2014)</p> <p>CSLO Status: Active</p>			