



# Course Outcomes Form Northwest Indian College

All hand-outs are posted on the faculty website at [www.nwic.edu/faculty](http://www.nwic.edu/faculty) (follow the Assessment link)

Before completing this form, please refer to the *Instructions for Completing the Course Outcomes Form*. Please submit this form electronically to Shidon Aflatooni at [saflatooni@nwic.edu](mailto:saflatooni@nwic.edu).

Last date this form was updated or edited	July 11 <sup>th</sup> , 2007
Course Number (e.g., ENGL 101)	BIOL 202
Course Name (e.g., English Composition I)	Plant Biology
List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Brian Compton (based upon college outcomes taken from BIOL 201 outcomes originally described by Roberto Gonzalez-Plaza, and course outcomes originally described by John Rombold in the attached W06 syllabus)
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	Raven, Peter H., Ray F. Evert and Susan E. Eichhorn. 2000. <i>Biology of Plants</i> . New York, NY: William H. Freeman and Company.

A. **NWIC outcomes:** From the *List of NWIC Outcomes*, select the most important outcomes you assess in this course (at least one NWIC outcome must be chosen- **maximum of four**).

NWIC outcome # (e.g., “Written communication: 2a. write standard English”)	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment/Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
Quantitative Skills: 5b. Use analytical and critical thinking skills to draw and interpret conclusions	Students will answer chapter questions and will attend lab demonstrations	Students will select correct answers from multiple choice tests and will be able to follow lab protocols
Computer Skills: 4d. Use the Internet for research	Students will understand the importance of the source working with instructor.	Students will write a paper based on their research

**B. Course outcomes:** In order of priority, list the most important other learning outcomes for this course that you assess (a maximum of 10).

<b>Other course outcomes: Complete the sentence – As a result of this course, students will be able to...</b>	<b>Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)</b>	<b>Assessment / Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)</b>
Describe plant cell biology.	Lecture and laboratory exercise	Lab notebook, exam(s)
Describe the properties of light.	Lecture and laboratory exercise	Lab notebook, exam(s)
Describe photosynthesis – C4 and CAM plants.	Lecture and laboratory exercise	Lab notebook, exam(s)
Describe plant cells and tissues.	Lecture and laboratory exercise	Lab notebook, exam(s)
Describe roots, shoots and leaves.	Lecture and laboratory exercise	Lab notebook, exam(s)
Describe plant growth regulators and plant responses to the environment.	Lecture and laboratory exercise	Lab notebook, exam(s)
Describe plant nutrition and soil, and water transport.	Lecture and laboratory exercise	Lab notebook, exam(s)
Describe algae.	Lecture and laboratory exercise	Lab notebook, exam(s)
Describe Angiosperm evolution.	Lecture and laboratory exercise	Lab notebook, exam(s)
Describe plant adaptations to environmental stress as a result of this, which plants no longer exist/grow in this area (Sharon will define these as cultural outcomes)? e.g., Lomatium nudicaule; what does it need to be restored? what happens with on-reservation clearcut?	Lecture and laboratory exercise	Lab notebook, exam(s)

**C. Please list the NWIC outcomes and course outcomes from above on your syllabus.**

**D. Please assess the NWIC outcomes and course outcomes, which are listed above, in your classes.**