



Course Outcomes Form Northwest Indian College

Hand-outs are posted on the Assessment website (<http://ww2.nwic.edu/faculty/assessment/assessment.htm>)

Before completing this form, please refer to the *Instructions for Completing the Course Outcomes Form*. Please submit this form electronically.

It is important to keep the following principles in mind when completing the forms:

- Regardless of the mode of learning (i.e., face-to-face, Independent learning, ITV, online, etc.) or the location of a course, only one course outcomes form should be completed for each course.
- Regardless of the mode of learning or the location of a course, the **NWIC outcomes** and the **Course outcomes** must be the same for a course.
- The **Instructional activities** and the **Assessment/evaluation strategies** may differ depending on the mode of learning. Please note **Instructional activities** and the **Assessment/evaluation strategies** that are different from the face-to-face class in each box (e.g., "IL: Essay").

Last date this form was updated or edited	March 15, 2012
Course Number (e.g., ENGL 101)	BIOL 425
Course Name (e.g., English Composition I)	Biology of Fishes
List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Ryan Crim, Joel Green, Brian Compton, Emma Norman, Jeff Campbell
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	Helfman, G. 2009. The Diversity of Fishes: Biology, Evolution, and Ecology. Wiley Blackwell (2 nd Ed.) ISBN: 978-1-4051-2494-2

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)
Cultural: 1a. sense of place	Coursework will focus on fishes of the Pacific Northwest and will incorporate local traditional knowledge of culturally important species. Students will participate in field trips to various regions (marine and freshwater) and be able to describe the association of local fish species with their habitats.	Understanding of place expressed in written research paper focusing on local fish species of cultural importance Group discussion
Written Communication: 2b. Writes in a variety of text forms using various credible resources	Write midterm and final exam essays Write individual research paper	Midterm and final exam essays Written research paper
Reading Skills: 6a. Comprehends readings	Read textbook and other materials Read scientific papers for research project and group discussions	Midterm and final exam essays Weekly quizzes Participation in group discussions Research paper

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

Other course outcomes: Complete the sentence – As a result of this course, students will be able to...	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)
Describe basic fish anatomy and physiology	Field trips and labs Readings Lecture Research project Guest lectures	Weekly quizzes Midterm and final exams Research paper
Discuss important cultural connections between Salish people and fishes	Readings on Salish myths and legends about fish. Guest lectures Demonstrations of traditional fish preparation techniques by community members.	Written research paper Participation in class discussions
Identify common marine and freshwater fishes of the Pacific Northwest, especially those with cultural connections	Field trips and labs Readings Lecture	Weekly quizzes Midterm and final exams

Describe the relationship between fish structure and function	Field trips and labs Readings Lecture Research project	Weekly quizzes Midterm and final exams Research paper
Describe the behavior and ecology of Pacific Northwest salmon	Field trips and labs Readings Lecture	Weekly quizzes Midterm and final exams Participation in class discussions
Describe major threats to current and future populations of fishes in the Pacific Northwest	Field trips and labs Readings Lecture	Weekly quizzes Midterm and final exams Research paper
Summarize basic taxonomic classification and evolution of fishes	Readings Lecture Research project Lab Exercise	Weekly quizzes Midterm and final exams Research paper
Demonstrate information literacy skills through gathering and synthesizing information from a variety of resources and databases	Lecture Research project Annotated bibliography	Research paper Annotated bibliography
Demonstrate knowledge of conservation techniques by participating in a salmon habitat restoration activity.	Work with local community partners to participate in one or more service learning activity. May vary from between courses as well as sites.	Participation in service learning activity

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.