

Course Assessment– Part B: Your Results & Analysis

#341

Your Email *

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu.

Part B: Your Results

Directions

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below. *

For outcome one, the students completed many opened ended homework assignments with questions dealing with the impact of chemistry on human society, most students earned a grade of 100% on these homework assignments.

Outcome #2 was assessed by each lab report submitted. There were 10 labs submitted per student. At the beginning of the term the level of successful achievement was about 65% and by the end of the term that number had changed to near 85%.

For outcome three, the main experiment I used to identify the outcome; "Critically evaluate sources of scientific information to determine the validity of the data" is named "Graphing in Excel." In the lab student generate data and prove their conclusions. Then they must find a bogus graph from a popular news or social media source, describe the graph, how the graph is bogus and why the reader should know that the graphs source is suspect. The average students earned grade was a 95%. Every student that actually completed the lab report earned at least a 90%. There was 4% failure to submit rate.

Outcome #1 *	Assess the impact of general chemical theory on phenomena encountered in everyday life including the environment and human health.
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% of students who successfully achieved the outcome (C or above) *	95
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Outcome #2 *	Communicate complex scientific concepts and reasoning effectively, both orally and through formal and informal writings and reports.
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% of students who successfully achieved the outcome (C or above) *	85
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Outcome #3 *	Critically evaluate sources of scientific information to determine the validity of the data.
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% of students who successfully achieved the outcome (C or above) *	90
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ANALYSIS	Success was achieved by feedback, mostly early in the term. Lack of success was pretty much all about motivation, lack there of.
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3. What contributed to student success and/or lack of success? *	
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4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take	No student evaluations were done, house fire.
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responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.

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5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *

Yes they did.

6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *

Nothing I can do about personal issues that arise during the term. Personal issues is what caused most of the lack of motivation.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

Child care on campus, both campuses.

8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *

NA

9. Describe how you explain information about course outcomes and their relevance to your students.

First day of the term we discuss course outcomes and how they apply to the grade the students will earn.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation"

and

CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).

CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

Improved homework feedback with more youtube videos.

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