

Course Assessment– Part B: Your Results & Analysis

#365

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. *

Note: all data is out of 16 total students.

Outcome #1:

When examining the grades for the hazards portion of the course project the following grade distribution was found:

90% 3
80% 9
70% 3
less than 60% 1
not attempted 0

Outcome #2:

Grades for specific questions on final exam:

90% 2
80% 2
70% 3
less than 60% 9
not attempted 0

Outcome #3

Grades for specific question on final exam:

90% 1
80% 7
70% 5
less than 60% 3
not attempted 0

Outcome #1

*

Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by flooding, slope processes and coastal erosion both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these hazards and risks, and effectively communicate the results of this analysis to their peers.

% of students who successfully achieved the outcome (C or above) *

93.75%

Outcome #2 *

Use an understanding of landform characterization and classification to infer the geologic processes which formed specific landforms

% of students who successfully achieved the outcome (C or above) *

43.75%

Outcome #3 *

Analyze how earth materials, uplift, subsidence, erosion, transport, deposition, climate, biological activity and time interact to create landscapes.

% of students who successfully achieved the outcome (C or above) * 81.25%

ANALYSIS

3. What contributed to student success and/or lack of success? *

The class seemed to enjoy the course project as they were able to pick their topic and the layout seemed to help them stay on track to get the work done on time. Students also could do research and have unlimited time to prepare their presentation.

The Final exam questions for the 2nd and 3rd outcomes were problematic. First, the exam was far too long and I think students were worn out and therefore did not do as well as they could have. I also miss calculated how many maps and how long it would take students to use those maps so some students used pdfs of the maps on computers which probably impacted the results.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take 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. *

Outcome #1:
Student perception (92.86%) and my evaluation (93.75%) pretty close match!

Outcome #2:
Student perception (92.86%) and my evaluation (43.75%) Way off.. .I think the difference may reflect the chosen assessments on my part?

Outcome #3:
Student perception (100%) and my evaluation (81.25%) These were very different again, I think this may reflect the chosen assessments on my part.

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

No! I am not happy with some of these outcomes – I plan to change my assessment to see if I can more accurately measure this.

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

I plan to change the phrasing of the questions on the final exam. I feel as though we cover these (outcomes 2 & 3) in lecture, lab and on quizzes but I am not sure my assessment accurately captured the student knowledge.

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

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

Would love to be able to keep providing transportation on field trips (which is where I can test their knowledge of landforms & formation) – when it is provided I have almost 100% attendance.

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

I feel as though using test questions is a good way to determine what students have learned, although my questions and the format of the final need work.

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"

I tried to change my course project around to encompass some of these outcomes – I think it still needs work though. Students are asked to research various hazards or events (ex: landslide, flood, etc.) and evaluate the preparation and response to that hazard. I need to tweak some of the instructions to get students to focus more on the evaluate aspect and cultural curiosity section.

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"

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