

# Course Assessment– Part B: Your Results & Analysis

#392

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 9 total students.

Outcome #1:

When examining the grades for the course project (involving research of a recent discovery) the following grade distribution was found:

90% 3  
80% 2  
70% 1  
less than 60% 2  
not attempted 1

Outcome #2:

Grades for specific questions on final exam:

90% 0  
80% 3  
70% 2  
less than 60% 3  
not attempted 1

Outcome #3

Grades on Field Trip Reports:

John Day Trip Gorge Trip

90% 3 2  
80% 1 5  
70% 0 0  
less than 60%

(These are due to only attending trip & not submitting field reports 2 0  
not attempted 3 2

### Outcome #1

\*

Access earth science information from a variety of sources, evaluate the quality of this information, and compare this information with current models of earth history identifying areas of congruence and discrepancy.

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

66.7

### Outcome #2 \*

Use an understanding of sedimentary rock and fossil characterization and classification to infer the past environments recorded by specific geologic areas.

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

55.5

### Outcome #3 \*

Make field and laboratory based observations and measurements of landscapes, rocks and fossils, use scientific reasoning to interpret these observations and measurements, and compare the results with of

current models of earth history identifying areas of congruence and discrepancy.

**% of students who successfully achieved the outcome (C or above) \*** 77-45

## ANALYSIS

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

This is a difficult course to teach. It does not require students to have taken the whole Geology series prior to taking G203 (G201 and G202 or GS 106). This term, 3/8 had taken both 201 and 202, 4/8 had taken one of the two and 2/8 had not had a geology course prior.

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. One reason for lower grades was students not completing portions that were required – like comparing recent discovery to past ideas and discussing how it has or will change our ideas of past geologic events.

Some students could not attend the trips due to work schedules or other course overlaps. Some students also came on the trips, but did not submit the required trip summary and therefore only received partial credit. The range in percentage is based off two different trips – the lower percent not all students attended and not all that attended submitted the trip write up.

I think many on the final exam did not study the rocks and fossils as much as they should have. We spend a fair amount of time in class and in lab covering and practicing rock identification and interpretation. Plus I flat out told them there would be rock questions and had all the samples out for our review session but no one took advantage of the opportunity. I am guessing they focused energy on other aspects of the course when studying.

### 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 (75% Very Good and Excellent) and my evaluation (66.7%) I am wondering if the students just did not report the information that resulted in lost points or forgot when presenting? Overall students felt more confident at the end than at the start of the course.

#### Outcome #2:

Student perception (50% Very Good and Excellent) and my evaluation (55.5%) This matches! I think testing is the best way to more accurately evaluate student knowledge as well as students to self evaluate.

#### Outcome #3:

Student perception (75% Very Good and Excellent) and my evaluation (77-45%) Somewhat similar here – the lower percent is mainly due to students not completing all portions of assignments. Overall students felt more confident at the end than at the start of the course.

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

Somewhat. I tried a new version of the course project this term without a required paper – but might reintroduce a paper next year that can more accurately capture the first outcome. Field based observations are tough as many students can't attend due to

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

Continued from previous:

Somewhat. I tried a new version of the course project this term without a required paper – but might reintroduce a paper next year that can more accurately capture the first outcome. Field based observations are tough as many students can't

attend due to work/school and now that we won't be offering transportation, attendance may go down again.

I mentioned some of this in the previous question. The other issue is pre-requisites – whether or not to require G201, G202 and or GS 106. Textbooks are difficult to find as most assume students have had geology courses already and therefore are often a bit over the students heads. It is also difficult to not loose students without any previous geology courses early on if I go too fast.

<p>7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?</p>	<p>Would love to be able to keep providing transportation on field trips (which is where I can test their knowledge of landforms &amp; formation) – when it is provided I have almost 100% attendance. Overnights? John Day is far and outcrops are spread out.</p>
<p>8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. *</p>	<p>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. The course project could use some tweaking too – with more emphasis on the comparison of information. Students often spent more time on describing the event and less on the impact the new info had on our understanding of Earth's history.</p>
<p>9. Describe how you explain information about course outcomes and their relevance to your students.</p>	<p>In course syllabus and discussed at the start of the term.</p>
<p>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"</p>	<p>NA</p>
<p>Created  <b>3 Jul 2019</b>                  1:51:20 PM                  PUBLIC</p>	