

Course Assessment– Part B: Your Results & Analysis

#314

Your Email *

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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. *

Outcome 1: Presentation & Self Reflection

Presentation

Grade % of class

90% 12.5

80% 37.5

70% 25

60% 25

less than 60% 0

Not attempted 0

Self Reflection

Grade % of class

90% 12.5

80% 12.5

70% 2

60% 37.5

less than 60% 0

Not attempted 37.5

Outcome 2: Final Essay Question

Final Exam Essay Question

Grade % of class

90% 25

80% 12.5

70% 0

60% 25

less than 60% 0

Not attempted 37.5

Outcome 3: Field Trips

Field Trips

Grade % of class

90% 25

80% 25

70% 0
 60% 6
 less than 60% 12.5
 Not attempted 37.5

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Labs
 Grade % of class
 90% 12.5
 80% 75
 70% 12.5
 60% 0
 less than 60% 0
 Not attempted 0

Outcome #1

*

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

% of students who successfully achieved the outcome (C or above) * 75

Outcome #2 *

Use an understanding of the rock cycle, plate tectonics and surface processes to explain how the Earth's surface wears away and is renewed.

% of students who successfully achieved the outcome (C or above) * 37.5

Outcome #3 *

Make field based observations and measurements of earth materials and landscapes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of geologic processes identifying areas of congruence and discrepancy

% of students who successfully achieved the outcome (C or above) * 50

ANALYSIS

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

Small class, not very talkative – most just wanted to get the lab done and get out. Many were late to class each week so missed opening lab discussion that helps clarify concepts each week.

Many couldn't attend trips and due to the small class size, providing transportation was not possible.

Note: Only two students were able to attend the field trip, some did the trip on their own, didn't do it or used the at home version. I think when Paula, Michael and I get the 360 VR trip done it will help student success here.

I had students that did not complete different portions of the assignments I used to measure these outcomes.

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: Students felt their understanding improved from the start of the term, the majority (50%) marked 'good' with 16% marking very good or excellent by the end of the term. Based on performance in the course, I feel this is an

accurate self-assessment.

Outcome #2: Much greater improvement from start to finish on this outcome with half marking very good by the end of the term. I think this is also an accurate self-assessment as well.

Outcome #3: Not much improvement from start to finish – half marking fair and the rest spread between good, very good and excellent. I agree with this one due to the small number of students able to attend field trips and overall involvement with on campus activities.

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

No, my expectations did not match the results.

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

I think I need a more specific assignment to measure Outcome #1 – hazards. It seems as though the presentation grades reflect the communication portion, but sometimes lacks the hazard info. I might change the nature of the assignment so each person must discuss hazards or make a discussion activity related to geologic hazards.

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

Transportation for field trips! This summer as a small group so it wasn't financially viable to provide a 12-passenger van for only two students that could attend trip. Funding to make and improve a virtual trip (I am working on a 360 VR trip with Paula a

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

I used a different textbook – I think I need a bigger group of students to full assess the impacts of the different book (an OER).

9. Describe how you have shared information about course outcomes with your students.

Information was provided in the course syllabus

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).

Did not make any changes or additions for this summer course.

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