

Course Assessment– Part B: Your Results & Analysis

#424

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. *

Students were to learn and use field techniques to measure the environmental factors of water quality. When I teach them these aspects I ask them to record this in a journal and by doing this they work out how to answer in a quiz or test format. This class I asked a test question that had students manipulating the equipment then explaining what they did and I think it was helpful because when I last assessed without that I think numbers were lower. This period, 89% of students were able to answer the questions correctly--I think this also helped students who are not english as a first language as well. One student did not benefit as he was not in class often enough to learn to use the equipment but the remaining 17/18 students did well.

Analysis of focus projects showed students learned about how humans interact with the environment is a variety of ways: One student created a blog about sustainable housing, food insecurity and climate impacts and he earned full credit; Another student attended climate action demonstrations to express her concern about global warming she earned 96/100; and another wrote to WA congresswoman about how he has been impacted by her voting choices--it was great because he did alot of research for his topics and when she responded he was really gratified and he earned full credit.

Students were asked to collect and observe the life cycles of freshwater invertebrates--a basic biology element--and we observed multiple freshwater systems to compare the environment and calculate the Biotic Index (number and identity of specific macros) some systems historically more impacted by humans. I would say 89% students were able to successfully do this and answer correctly on a quiz.

Outcome #1 *	Utilize field and lab methods and tech to measure and describe enviro factors:
---------------------	--

% of students who successfully achieved the outcome (C or above) *	89%
--	-----

Outcome #2 *	Identify and express interactions of humans with environment:
---------------------	---

% of students who successfully achieved the outcome (C or above) *	78.9%
--	-------

Outcome #3 *	Express basic elements of biology in the environment:
---------------------	---

% of students who successfully achieved the outcome (C or above) *	89%
--	-----

ANALYSIS

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

Im not sure but adding an experiential part for outcome #1 did seem to help. I am always pleased with focus projects, students are so creative and surprising with what they choose--I give them a framework for what Im expecting, this helps as well--I started doing that a few years ago and during the first weeks I will show past examples of projects to inspire them.

As far as lack of success, it seems consistent that if they dont attend and form no attachment to others in the class the groupwork suffers and I think this is important for folks to be successful.

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.

*

Im afraid I did not get evals from students this cycle--Im sorry I didnt make that happen in time.

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

Yes; Im thinking that although the numbers are not as high as I hoped from this cycle, almost 80% is respectable .

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

Ages vary alot in this class as do english language ability. I need to focus more on helping those other-language students more.

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

I should have some reasonable translations and increase my language skills.

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

I already mentioned the #1 outcome adjustment, and I'd like to use this more to see if it would be helpful in other places.

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

I put them in my syllabus and we discuss them the first day and I tell them I try to include these topics when I make quiz and test questions. The college has spent much time designing and communicating these and they are helpful.

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"

CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems"

#1: Focus Project presentations are graded by students in addition to myself so they need to be a good audience and I added qualifier to to grading.

#2: Designing scientific investigations have been helpful to me this cycle to see their creativity and problem solving.

#4: We need to include world cultures when discussing environmental worldviews and this is always better when I have multi cultural groups so we hear many viewpoints.

#5: Climate change is increasingly causing more discussion of understanding global systems and how humans are being impacted by changing conditions. This seems to get more intense every term.

10 Jan 2020

10:41:36 PM

PUBLIC