

# Course Assessment– Part B: Your Results & Analysis

#455

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 13 total students.

Outcome #1:

Describe the various human and non-human climate system forcings, the climate systems reaction to those forcings, as well as climate feedback mechanisms.

Final exam question distribution:

90%+ 5

80%+ 3

70%+ 0

less than 60% 2

not attempted 3

Outcome #2:

Use an understanding of climate science to effectively communicate about climate change, its impacts and potential responses.

Grades for projects:

54 90% 10

48 80% 2

42 70%

36 less than 60%

not attempted 1

Outcome #3:

Evaluate the human and individual role in the climate system, identifying areas of personal responsibility as well as ways to mitigate and adapt to future climate patterns.

Grades for specific question on final exam:

90%+ 7

80%+ 0

70%+ 1

less than 60% 3

not attempted 2

Outcome #1

Describe the various human and non-human climate system forcings,

*	the climate systems reaction to those forcings, as well as climate feedback mechanisms.
% of students who successfully achieved the outcome (C or above) *	61.5
Outcome #2 *	Use an understanding of climate science to effectively communicate about climate change, its impacts and potential responses.
% of students who successfully achieved the outcome (C or above) *	92
Outcome #3 *	Evaluate the human and individual role in the climate system, identifying areas of personal responsibility as well as ways to mitigate and adapt to future climate patterns.
% of students who successfully achieved the outcome (C or above) *	53.8
ANALYSIS	
3. What contributed to student success and/or lack of success? *	I think students were not prepared for a fully online science course. I had a few comments on my course evaluation that made it seem like they were expecting to 'meet' me each week for lecture or lab. I also think there were students who were burnt out from spring term going remote due to COVID. I also had a good amount of students at the end of the term choose not to do parts of the final – this may have been because they had already reached the grade they 'wanted' or were only looking to pass the class.
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. *	<p>Outcome #1: Student perception (50%) and my evaluation (61.5%) Overall improvement from the start of the course – I am using proficient and expert as equal to a C (50%) score.</p> <p>Outcome #2: Student perception (60%) and my evaluation (92%) Overall improvement from the start of the course – I am using proficient and expert as equal to a C (60%) score.</p> <p>Outcome #3: Student perception (50%) and my evaluation (53.8%) Overall improvement from the start of the course – I am using proficient and expert as equal to a C (50%) score.</p>
5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *	Yes and no – I was worried that I would have lower scores and more students struggling due to COVID-19 related changes to their lives. I am not sure this past summer has produced accurate data due to all the outside stresses students have had.
6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *	I would like to make some changes – make my own lecture videos for one – this of course takes time. I also am thinking about making lab intro videos too – I think this might help students with the lab. I have detailed written instructions, but I find that some students have a hard time with too much reading and would benefit from an auditory explanation. I was in regular contact with the students weekly – sending out a message every Monday with information that would help with the week. I am not sure how many read them. I often had questions from students that I had addressed in that weekly message – or students never contacted me prior to submitting work with questions and put notes in their labs that they didn't understand something.
7. What resources would be required to	I'm not sure – I think I need to just have the time to make changes.

implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

COVID and the re-writing of on campus labs to be virtual has sucked up much of my time this year.

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. \*

N/A – first time this course has been assessed!

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

I provide information in the course syllabus, weekly intro pages and I mention them in my personal intro video. I also mention them in the first few weeks messages I send out to the students – reminding them that these are the learning goals for the course and what they can expect to be able to know by the end of the course.

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:

This is a new course – so I tried to touch on most of these when building it. I may make some tweaks here and there for the next time I offer this course online.

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"

CLO#3 – Quantitative Literacy – "Application/Analysis" and/or "Assumptions"

Created <b>23 Oct 2020</b> 7:41:32 PM	
PUBLIC	