Course Assessment- Part B: Your Results & Analysis #452

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GS 108 - Physical Science - Oceanography - 1095445 - Gretchen Gebhardt - Spring 2020

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 17 total students.

Outcome #1:

Use an understanding of waves, tides, and coastal processes to explain the development and functioning of beaches, shorelines and estuaries.

Final exam question distribution:

90% 0
80% 4
70% 6
less than 60% 6
not attempted 1

Outcome #2:

Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by ocean 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.

Grades for projects:

90% 9
80% 4
70% 1
less than 60% 2
not attempted 1

Outcome #3:

Assess the contributions of oceanography to our evolving understanding of global change and sustainability while placing the development of oceanography in its historical and cultural context.

Grades for specific question on final exam:

90% 9
80% 6
70% 0
less than 60% 1
not attempted 0

Outcome #1 Use an understanding of waves, tides, and coastal processes to explain

*	the development and functioning of beaches, shorelines and estuaries.
% of students who successfully achieved the outcome (C or above) *	62.5%
Outcome #2 *	Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by ocean 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) *	87.5%
Outcome #3 *	Assess the contributions of oceanography to our evolving understanding of global change and sustainability while placing the development of oceanography in its historical and cultural context.
% of students who successfully achieved the outcome (C or above) *	93.75%
ANALYSIS 3. What contributed to student success and/or lack of success? *	This was a difficult term due to COVID-19. The course was originally set to be a hybrid, with the labs taking place face to face on campus. This was not possible - and labs had to be re-written, students did not have the same interaction with me and their classmates as intended so, considering the circumstances, I think they did great! I had a few students comment on the final exam question for outcome #1 was confusing. I think this contributed to the low scores. I also graded the question easier due to this confusion so my data for outcomes 1 & 2 are a bit off.

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 (70%) and my evaluation (62.5%)
Overall improvement from the start of the course - I am using proficient and expert as equal to a C (70%) score.

Outcome #2:
Student perception (70%) and my evaluation (87.5%)
Overall improvement from the start of the course - I am using proficient and expert as equal to a C (70%) score.

Outcome #3:
Student perception (60%) and my evaluation (93.75%)
Overall improvement from the start of the course - I am using proficient and expert as equal to a C (70%) score. I think this discrepancy is due to the poor wording on the final - I ended up giving credit for semi-correct answers due to the confusion, so my evaluation is higher than it should be.

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 the last minute COVID-19 change in class format.
6. Based on your analysis in the questions above, what course adjustments are	I would like to make some changes to better address the third outcome - however this may not happen right away due to other changes I must

warranted (curricular, pedagogical, student instruction, etc.)? *	make to future classes due to COVID-19. When I have the time – I will do so!
7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?	It would be great to be able to have transportation provided again on field trips. I know this was much more costly than anticipated in the past – but maybe adding a small fee when students register along with extra lab fees that I don't always use up.
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 did make changes to my course project as well as field trips. Unfortunately both of those had to be changed again due to COVID-19 restrictions. We could not do on campus presentations and we had to cancel our field trips.
9. Describe how you explain information about course outcomes and their relevance to your students.	I have information in the course syllabus. Normally I discuss these in class the first day, but due to our change in format I did not spend time on it this term.
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"	I have added some more evaluation type questions to my labs to get students to apply the information and experiments to real life scenarios to get them thinking! I am also trying to add in some cultural information related to the oceans (Native American legends about tsunamis and earthquakes, climate change and sea level rise impacts on other countries, asking students to compare hazard responses to one another when discussing projects, etc.

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