

## Course Assessment- Part B: Your Results &amp; Analysis

COMPLETE

#496

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 swade@cgcc.edu.

CH 100 - Everyday Chemistry with Lab- 1096449 - Rob Kovacich - Winter 2021

\* **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.

For each of the three outcomes 23 of 30 students reached the achievement.

\* **Outcome #1**

Observe the natural world with an understanding of the particulate nature of matter

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

76.6%

\* **Outcome #2**

Apply critical thinking skills to make evidence based decisions on issues that affect the environment and the community.

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

76.6%

\* **Outcome #3**

Communicate basic chemistry concepts effectively orally and in writing.

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

76.6%

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

Recording of all classes and posting of those recordings for students to review.

Open tutoring time, via Zoom, when students had the opportunity to dropped in to ask questions and get advice on work they were doing.

Student to Student forum discussion.

A relaxation of due dates. I am normally very strict on due dates and students have a reduction in credit earned when work is submitted late. But because of the hardships caused by the pandemic I relaxed this policy and it turned out to be better for student success, although it was rough on me with a massive load of grade at the end of the term.

**\* 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 is easy. There was a dramatic change in many students understanding of how everyday choice made by them can impact nature.  
Outcomes #2 and #3 are application outcomes, which do not lend themselves to this type of self-evaluation.

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

---

No, I expected 85% achievement, but the actual achievement was only 76.6%.

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

---

None. I think the low achievement was due to the pandemic.

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

---

I don't have any, but if you could get every human that is able to vaccinated vaccinated, this would help.

**\* 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 can't, I feel the pandemic makes the comparison sort of Apples to Oranges.

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

---

First day of class we discuss course outcomes, not just reading them out but have a discussion about why these are the outcomes and how to achieve them.  
During the course, I am constantly referring back to those outcomes, I open the syllabus every week and point out how this topic or that topic apply directly to this or that outcome.

**10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving). ILO #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" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 -Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

---

ILO #4: Some work involves researching and writing about important people in the field of chemistry, for the past two years I have had students focus on scientist of color. Students were not told this, it was just that they scientist we discussed happened to be people like Mexican Nobel Laureate Mario Molina, the person responsible for humans reduced use of CFCs which caused a hole in the ozone layer. And sadly he passed away last year.