

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#534

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CH121- General Chemistry I- Rob Kovacich- Fall 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.**

50% of the students failed the initial assessment, the three follow up assessments, one homework assignment about a study done on Chlorhexidine, one lab report dealing with producing graphs and how easy it is to make a graph convey a message that does not conform to facts, and one paper on a topic dealing with a substance, of their choosing, that is biologically active, both had a 100% success rate. Given the current climate of misinformation, in part A I chose to focus on just one outcome for these CH 121 classes, outcome #6 (Critically evaluate sources of scientific information to determine the validity of the data.)

* **Outcome #1**

Critically evaluate sources of scientific information to determine the validity of the data.

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

100%

* **Outcome #2**

Critically evaluate sources of scientific information to determine the validity of the data.

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

100

* **Outcome #3**

Critically evaluate sources of scientific information to determine the validity of the data.

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

100

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

In the initial assessment I used big confusing science words, specifically DHMO or dihydrogenmonoxide, to get half of my students to sign on to a banning of water. Yes, water. DHMO is the actual chemical term for water.

I basically embarrassed them into checking their sources so they would not be embarrassed again.

*** 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.**

They fully knew they could be easily fooled and that any choices they make need to have date and facts verified by multiple sources and those sources need to be legitimate. The initial assessment cause an emotional reaction when it was revealed that half the class wanted to ban water. Those student that had not been fooled were just as motivated to not look the fool on latter assessments.

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

Yes.

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

None.

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

NA

*** 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.**

None.

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

We had a long discussion, well multiple long dissuasions over the course of the term where I let them bring up topics that interested them and we talked the issues as group. COVID was the main topic, and the misinformation around vaccines in general.

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: "Content Development"and/or Control of Syntax and Mechanics" 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"

None, I have been doing this assignment for 30 years. Students leaving my class are not easily fooled by misinformation and know how to check a source and look for multiple backup sources to prove or disprove a supposed fact.