

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#537

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G 208- Volcanoes and Their Activity- Gretchen Gebhardt- 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.**

Note: all data is out of 13 total students.

Outcome #1:

Use an understanding of rock and mineral characterization and classification to infer the igneous processes which formed individual rock and mineral specimens.

Rock ID Activity

90%: 6

80%: 3

70%: 3

less than 60%: 1

not attempted: 0

Outcome #2:

Make field and laboratory based observations and measurements of volcanic rocks and minerals and/or volcanic landforms, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of volcanic processes identifying areas of congruence and discrepancy.

Field Trips (note, there were two trips taken this term, so based on 26 submissions instead of 13):

90%: 15

80%: 6

70%: 0

less than 60%: 0

not attempted: 5

Outcome #3:

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

Parts B & C of Projects:

90%: 3

80%: 4

70%: 2

less than

60%: 3 not

attempted: 1

*** Outcome #1**

Use an understanding of rock and mineral characterization and classification to infer the igneous processes which formed individual rock and mineral specimens.

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

69.2

*** Outcome #2**

Make field and laboratory based observations and measurements of volcanic rocks and minerals and/or volcanic landforms, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of volcanic processes identifying areas of congruence and discrepancy.

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

80.8

*** Outcome #3**

Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by volcanoes 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)**

69.2

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

COVID - we met on campus for our rock ID activity and students did not all work in groups, some did if they already knew each other (siblings, carpooling groups, etc.) Communication between students and team work was difficult this term.

Transportation for field trips - not everyone realized trips were a part of the class, many couldn't come and/or did not feel comfortable carpooling due to COVID.

Projects - some students did not complete all aspects of the project and/or include all the required information.

*** 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 (60%) and my evaluation (69.2%)

Overall improvement from the start of the course, 60% said they had no understanding at the start of the course. (I am using proficient and expert to compare)

Outcome #2:

Student perception (70%) and my evaluation (80%)

Overall improvement from the start of the course, at the start of the course 70% said they had no understanding and 20% said beginning understanding. (I am using proficient and expert to compare)

Outcome #3:

Student perception (80%) and my evaluation (69.2%)

Overall improvement from the start of the course, at the start of the course 30% said they had no understanding and 50% said beginning understanding (I am using proficient and expert to compare)

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

I am not sure I had enough students to really say for sure - there were many issues this term. Students with covid, with family who had covid, transportation issues, not realizing the class was a hybrid. Considering all this, they met my expectations.

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

COVID really threw everyone off this term, and returning to campus and face to face was tough for many students. It looks like they enjoyed the hybrid format, but somehow many missed that there were required field trips.

I think having better virtual options for the field trips would help students that struggled with transportation and taking off work and childcare. This will take lots of time to make one for MSH and some time to fine tune the Gorge Trip.

Students seemed to like the change I made to the homework - I'll be keeping that from here on out.

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

Transportation for trips! Many struggled with this. I would also like to be able to make a virtual trip option for MSH, but that will take lots of time and a 360 camera.

*** 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.**

This was the first term this course has been assessed - this was only the second time I have offered the course.

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

I go over the outcomes at the start of class in my course intro video and ask the students to read through them and ask me questions.

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"

Since this was only the second time this course has been offered, I have not had the chance to incorporate these items yet - although the project format and description asks students to communicate with one another, evaluate volcanic hazard preparedness and include the connection of the volcano they researched to the indigenous communities that reside nearby.