Course Assessment- Part B: Your Results & Analysis

COMPLETE #619

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CH 121- General Chemistry I- Rob Kovacich- Fall 2023

*** 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.**

I used homework, a paper and lab reports to assess students outcome achievements and analyzed the data in Excel.

*** Outcome #1**

Assess the impact of general chemical theory on phenomena encountered in everyday life including the environment and human health.

Homework, Lab, Paper

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

91%

*** Outcome #2**

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

Homework, Lab, Paper

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

91%

*** Outcome #3**

Apply critical thinking skills and an understanding of scientific inquiry to make evidence-based decisions on issues that affect the environment and the community and encourage lifelong learning.

Homework, Lab, Paper

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

91%

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

Completion. Most students not earning a C or better did so because they failed to submit the work.

*** 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.**

At the start of the term students did not know what they were looking for. Even with instructions, they were not sure. But After getting feedback from submitted work, students learned what they were looking for. Their approach to a question or problem was from a different point of view. A science, critical thinking point of view. Their first response was, "how do you know that, what is the source?"

*** 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.)?**

I am hoping the science department can add a Spanish speaking tutor. The students that did not do well are overwhelmingly Latinx.

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

This has been discussed in many admin formats.

*** 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 begin day one having a fairly lengthy discussion about the outcomes, the largest part of time from day one is on the outcomes.

Then, over the course of the course, I point out how the work they are doing points back to the outcomes. There is a lot of, "remember outcome 6, evaluating scientific sources of data, that is why this answer is what it is."

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: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") 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, I have a included more Latinx scientists in an effort to draw in my Latinx students.