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ESR 172- Enviromental Science: Chemical Perspectives - Jules Burton- Winter 2024

* Part A: Your Plan **DIRECTIONS** 1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey): Outcome #1

Identify and express interactions of humans and the environment.

* Outcome #2

Utilize field and laboratory methods/technologies to measure and describe environmental factors.

* Outcome #3

Understand environmental chemistry and human effects upon it.

Have you completed an assessment for this course prior to this term?

Yes

If yes, are you assessing different outcomes?

Yes

Comments:

(No response)

2. To which degree(s) or certificate(s) does your course map? **Degree, Certificate, & Program Outcomes**

Not Sure

* Method of Assessment 3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.) Outcome #1: Method to assess student understanding

We study and discuss environmental problems, environmental worldviews and risks due to chemistry and pollution and human impact to and by the environment

*** Outcome #2: Method to assess student understanding**

We collect samples of lichen as biological indicator species during term, identify them using dichotomous keys and observe them and their chemistry in the environment and their importance as both keystone species and indicator species

*** Outcome #3: Method to assess student understanding**

We learn the organization of the Periodic Table and how elements combine by writing balanced chemical reactions to support natural laws and how chemistry is critical to coping with effects of global climate change and carbon budgets of sinks and sources in addition to other nutrients that cycle and are critical to life

*** 4. How will you know if you were successful in your efforts to teach this outcome? Outcome #1:**

Students will understand the consequences of air pollution in the atmosphere and successfully write balanced chemical reactions and predict outcomes 70% of the time

*** Outcome #2: How will you know if you were successful in your efforts to teach this outcome?**

Our lichen collections will contribute to the greater collection and students will see through chemical tests how to identify them through chemical reactions on their tissues--they will be able to correctly describe this on a test 70%

*** Outcome #3: How will you know if you were successful in your efforts to teach this outcome?**

Students will understand the consequences of air pollution in the atmosphere and successfully write balanced chemical reactions and predict outcomes 70% of the time

5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation. Question #1

How does a balanced chemical reaction support the Law of Conservation of Matter

Question #2

How is lichen an example of biodiversity and an indicator species

Do you require the names of students who complete the course evaluation survey? (Please note: names will be sent to instructors the Thursday before term ends)

NO

Reminder, when completing Part B, instructors will be asked the following questions: Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Institutional Learning Outcomes (ILO): 1. ILO#1 - Communication - "Content Development" and/or "Control of Syntax and Mechanics" 2. ILO#2 - Critical Thinking/Problem Solving - "Evidence" and/or "identify strategies" 3. ILO#4 - Cultural Awareness - "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") 4. ILO#5 - Community and Environmental Responsibility - "Understanding Global Systems" and/or "Applying Knowledge to Contemporary Global Contexts" 5. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

(No response)