Course Assessment- Part B: Your Results & Analysis

COMPLETE #701

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact Sara Wade, the Instructional Services Administrative Assistant, 541-506-6037 or swade@cgcc.edu.

ESR 173- Environmental Science: Geological Perspectives- Jules Burton- Part B- Spring 2025

*** 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.**

All students achieved passing scores on the assignments from my Part A. I wish they would have exceeded passing but I can work on that more next class.

*** Outcome #1**

Unit tests, chapter quizzes, Time Machine assignment and graphic organizer charts showed that about 70% of students understood a GSSP and how it relates to geologic time and related it to current time scale.

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

70

*** Outcome #2**

Outdoor labs to investigate ecosystems and developed techniques from class showed that all students were able to apply learning to measure and describe ecosystems.

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

100

*** Outcome #3**

Using models of human evolution skulls and other lecture material about hip and valgus angle to show students how to express human change over time with an environment was successful. I used the models in many ways to show scientific process of hypothesis generation and skattered it throughout the term. I was less successful cross referencing with the GSSP concept (see above).

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

90

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

Much discussion but mostly the field trips and ecological work we did outdoors. Students took good ownership of projects and reduced their dependence on resources because they could appreciate the natural resources needed to provide their lifestyles.

*** 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.**

I think students mastered outcome 2 well and Im happy to help people appreciate the biologic, chemical and geologic world through fieldwork. I know this was very effective and popular. Less clear that students were able to fully appreciate Carrying Capacity. Outcome 3 using evolutionary skull models was well connected to the evolution of modern humans and our impact now as opposed to early in our history. Outcome 1 could use some work as Im not sure it was as connecting for students to our increasing ecological footprints but students evaluated the class well.

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

Not in all cases but as an average, yes all students achieved 80%

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

Always needed are thoughtful consideration of the class and their needs that change every year. Labs sometimes are best used as student achievements but it was a small class size and I could have been more a part to aid investigation.

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

IT is not very supportive at the HR campus and its frustrating for all. I realize change is happening but the basement classrooms need work. I have equipment I would like to apply next time to this class I just need to find the time to connect to labs.

*** 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.**

We always do an Earth Day Project and I changed that up this year to accomplish something for a local non-profit business and it was a popular endeavor I would do again.

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

I list outcomes in the syllabus and we discuss it and I also give them opportunity to earn a couple points by filling out the SCE. I try to make them relevant with the course material and am generally very grateful to hear they did that.

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. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

ILO2 we use frequently to improve student understanding and support of CGCC facilities like the access to Indian Creek Riparian area and trail system. ILO4 is addressed through field trips. ILO5 always addressed in the ESR classes but it was a change to focus on a long term project with Gorge Rebuild IT and thats new this year.