Course Assessment- Part B: Your Results & Analysis

COMPLETE #721

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.

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

Outcome #1: HW #1, #2, #3 --> HW #20, #21
Assessments completed the first two weeks of the term show a 100% improvement when compared to week 11.

Outcome #2: Lab #3, #4 --> Lab #8, #9
Assessments completed during weeks 3 and 4 showed a 100% improvement when compared to wees 8 and 9.

Outcome #3: Quiz #1, HW #1, #2 --> Paper #1
Assessments completed during the first two week of the term showed 35% of the class was unable to determine Outcome #3, by week 10 that percentage had dropped to 8%.

*** Outcome #1**

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

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

100

*** Outcome #2**

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.

*** % 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)**

92

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

We discussed these outcomes every day of class. When a particular topic was talked about I made sure that the outcomes were apart of every outcome. Statements like, "And we are talking about this now because of that outcome on page one of the syllabus." It became a trope of sorts.

*** 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 would say their understanding mirrors mine because of the constant references to the outcomes. Again, it becomes a trope, we talk, then I circle back to the outcome and they sort of "chant" as a group the reasons. Like they know where I am going and why.

*** 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 constantly tweeking the course.
Currently, I am trying to be better at incorporating in Hispanic student culture. It is not easy for me.

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

Workshops, or conferences on HSI in the sciences.

*** 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.

Again, we talk about the outcome "at nausea." Literally, within the first 5 minutes of the first class we are knee deep in the reasons behind why we are all in the class. Talks about truancy, democracy, and the founding fathers dominate that first day. That discussion is carried thru the entire term.

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: Intercultural Knowledge and Competence. 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 - "Assumptions"

Expect for ILO#4, this is what science is and does. The outcomes for this chemistry class don't even talk about chemistry content but how to learn chemistry and how to learn in general. How to walk thru the world and not be a person that believes but instead investigates. Someone who has the inclination to ask, why or how do you know. A responsible human, and voter.