



Course Assessment - Part B: Your Results & Analysis

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Please select your course and name from the drop-down menu.

GS108- Physical Science: Oceanography- Gretchen Gebhardt- Part B- Spring 2026

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 Achievement Data

Outcome #1: 100% received over 70% (one student did not submit)

90+: 25%
80-90: 50%
70-80: 18.75%
Not submitted: 6.25%

Outcome #2: 100% of students who attended received over 70%, 37.5% of the class did not attend.

Did Not attend: 37.5%
70-80: 62.5%
80-90: 25%
90+: 18.75%

Outcome #3: 100% received over 70% (one student did not submit)

90+: 37.5%
80-90: 37.5%
70-90: 18.75%
Not submitted: 6.25%

2. Report the percentage of students who successfully achieved the outcome at a C or above. (Outcome #1, #2, #3 can be copied/pasted from question 1 of Part A)

Outcome #1:

Describe the various human and non-human climate system forcings, the climate systems reaction to those forcings, as well as climate feedback mechanisms.

Note: (one student did not submit)

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

100

Outcome #2

Use an understanding of climate science to effectively communicate about climate change, its impacts and potential responses.

Note: 100% of students who attended received over 70%, 37.5% of the class did not attend.

Percentage (%) of students who successfully achieved the outcome (C or above) 100

Outcome #3

Evaluate the human and individual role in the climate system, identifying areas of personal responsibility as well as ways to mitigate and adapt to future climate patterns.

Note: (one student did not submit)

Percentage (%) of students who successfully achieved the outcome (C or above) 100

Analysis

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

Lower grades I think were due to assessments taking place at the end of the term, students were worn out, summer was upon them and many knew how many points they needed to earn their goal letter grade.

I was unable to assess some of outcome #2 because about 1/3 of the class could not attend field trips.

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 - 80% of students felt proficient or higher by the end of the term. Overall improvement from the start of the term (100% were developing and below)

My assessment might be a bit inflated, however I was using 70% as achieving, those students close to 70 might have started with 'None' and felt they reached developing or proficient.

Outcome #2: Student perception - 75% of students felt proficient or higher by the end of the term. Overall improvement from the start of the term (90% were developing and below)

My assessment might be a bit inflated, however I was using 70% as achieving, those students close to 70 might have started with 'None' and felt they reached developing or proficient.

Outcome #3: Student perception - 75% of students felt proficient or higher by the end of the term. Overall improvement from the start of the term (85% were developing and below)

My assessment might be a bit inflated, however I was using 70% as achieving, those students close to 70 might have started with 'None' and felt they reached developing or proficient.

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

Yes! I was surprised that 100% of students reached the outcome, usually there are a few that don't meet. However this was an awesome group. They were really engaged and interested in the material.

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

I think I would like to add a question somehow related to summarizing the labs each week to better assess outcome #2. Also, not everyone can attend field trips, so creating a virtual trip would be helpful for students I think.

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

Not everyone can attend field trips due to transportation, finances, work and/or kids. Funding for vans or funding for me to create a virtual field trip would be helpful!

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.

I had added a lab summary question to each lab document. However, answers varied - some were valuable, some were not answered based on the materials, but on personal issues that came up. I might need to reword these next time.

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

In my course overview video I talk about the course outcomes and how I will assess them.

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"

ILO #2: Critical Thinking/Problem Solving: I have made sure I have questions on labs that ask students to evaluate their experiments and what is happening in the world.

ILO#3 - Quantitative Literacy: I have added questions on labs related to experiments and importance of controls, etc.

ILO #5: Community and Environmental Responsibility: I have emphasized this in the course project, as well as in discussions and in our pre-lab discussions where we can talk about current events.