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GS 108- Physical Science (Oceanography)- Gretchen Gebhardt- Part B- Spring 2024

*** 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.**

Note: all data is out of 23 total students.

Outcome #1: Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by ocean processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers.

Course Project:

90%: 9
80%: 7
70%: 4
less than 60%: 3
not attempted:

Outcome #2: Make field and laboratory based observations and measurements of ocean materials and marine processes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of ocean processes identifying areas of congruence and discrepancy.

Field Trip (two total options, collective data for both, out of 46

90%: 29
80%: 2
70%: 1
less than 60%: 5
not attempted: 9

Outcome #3: Assess the contributions of oceanography to our evolving understanding of global change and sustainability while placing the development of oceanography in its historical and cultural context.

Discussion #10

90%: 12
80%: 0
70%: 0
less than 60%: 4
not attempted: 7

*** Outcome #1**

Use scientifically valid modes of inquiry, individually and collaboratively, to critically evaluate the hazards and risks posed by ocean processes both to themselves and society as a whole, evaluate the efficacy of possible ethically robust responses to these risks, and effectively communicate the results of this analysis to their peers.

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

87

*** Outcome #2**

Make field and laboratory based observations and measurements of ocean materials and marine processes, use scientific reasoning to interpret these observations and measurements, and compare the results with current models of ocean processes identifying areas of congruence and discrepancy.

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

70

*** Outcome #3**

Assess the contributions of oceanography to our evolving understanding of global change and sustainability while placing the development of oceanography in its historical and cultural context.

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

52

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

Outcome #1:

Many students did not complete the discussion aspect of this project, so lost points. Many students waited until the last minute, which meant less time to focus on the specifics and fine tuning.

Outcome #2:

Many students could not attend due to work, family and transportation issues. I had almost 100% attendance when the college provided transportation to my field trips!

Outcome #3:

This was the last discussion, so over half of the class skipped it due to my 'drop the lowest' policy. They were satisfied with grades and didn't need the assignment.

Some students also did the initial post, but did not discuss, with one another and earned 50%

*** 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 (76.19%) and my evaluation (87%)

Overall improvement from the start of the course – I am using proficient and expert as equal to a C (70%) score. Grade for project is based on lots of other items (grammar, discussion, citations) so might not be as accurate.

Outcome #2:

Student perception (80.9%) and my evaluation (70%)

Overall improvement from the start of the course – I am using proficient and expert as equal to a C (70%) score. Difference could be due to this outcome including labs as well. I just used field trips.

Outcome #3:

Student perception (71.43%) and my evaluation (52%)

Overall improvement from the start of the course – I am using proficient and expert as equal to a C (70%) score. Difference could be due to my calculation including those who did not attempt the assignment!

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

Variable - my calculations are based on assignments that did not fully assess only the outcome, but included other things too. See previous for details.

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

It would be fantastic to have transportation for field trips. This would give all students the chance to attend and experience. Next time, I need to separate out portions of the assignments to better assess, or average several (labs/field trips). Other option would be to have exam questions or homework questions that focus specifically on the outcome.

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

Funding for transportation and course redesign

*** 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 updated my discussions to include more current events and articles relating to human impacts on the ocean and impacts the ocean has on us. I see a big jump in outcome #3 as well as the overall quality of the discussions.

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

They are listed in the syllabus.

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"

I have asked students to reflect at the end of each lab about how it went, what they could have done differently, what was new or exciting to learn.

I have updated the discussions to be more current and relevant as well as more opinion based in an effort to encourage students to share perspectives and discuss with those of different viewpoints.