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CH 121-General Chemistry I- Rob Kovacich- Part B- Fall 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.**

The outcomes for fall 2024 were terrible. Overall 43% of the fall term students failed to achieve the outcomes for CH 121. Homework, quizzes, exams, lab reports, were all subpar. Not all students were subpar, 60+ percent successfully achieved the outcomes. But this number is far from acceptable.

*** Outcome #1**

Critically evaluate sources of scientific information to determine the validity of the data.

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

66

*** 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)**

66

*** Outcome #3**

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)**

66

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

The general level of student capabilities. The students that did not succeed were not prepared for a college class. Their inability to follow written directions, inability to write their observations and thoughts was at a grade school level.

*** 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.**

The students that succeeded came to this class prepared and are now prepared for the next set of classes they will be taking. They understood the assignment, or if they did not they asked and clarity was established. Those students that did not succeed did not try after their initial failures. Many kept coming to class and lab but stop submitting work or stopped submitting complete work. They arrived with expectations and were lost once they realized their expectations were incorrect. Talking with them individually or in groups did not improve their work.

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

No.

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

I want to start with a native Spanish speaking tutor.

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

I am now thinking that if I can find a past Spanish speaking student to do this tutoring work, we could have more success with the Spanish speaking students.

*** 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.**

There were no changes. The last assessment's achievement success was acceptable.

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

Day one we discuss the importance of the course outcomes. As the term progresses I point out how those outcomes are being address by various assignments.

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"

I have added another quantitative literacy assignment on top of the imbedded work within all existing assignments.