Eastern West Virginia Community and Technical College
COURSE ASSESSMENT REPORT (Blackboard Data)

Course Title and Number: **Concepts in Environmental Science** **GSC 120**	**Academic Term and Year of Assessment Activity Fall, 2019**
Report Submitted By Jody Klann	**Number of Students Assessed: 7**
Date Report Submitted: 5/8/2020	**Number of Sections Included: 1**
Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): Online	

Course Role in the Curriculum

Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.

Catalog Description: Concepts in Environmental Science is designed to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world.

Expanded Course Description: Topics include the biological and chemical principles that relate to current environmental issues, conservation of plants and animals, energy flow, nutrient cycling, basic ecological and technological concerns and advances, political and ethical concerns, sociological consequences of topics considered and scientific analysis and solutions to environmental problems. This course includes a strong laboratory and field investigation component to complement the classroom portion of the course allowing students to learn about the environment through firsthand observation

Role in College Curriculum: (Check all that apply)

X General Education Core: Natural Science

” Technical Core (Specify Program)

” Restricted Elective (Specify Program) X General Elective: Natural Science ” Workforce Education ” Other (Please specify)

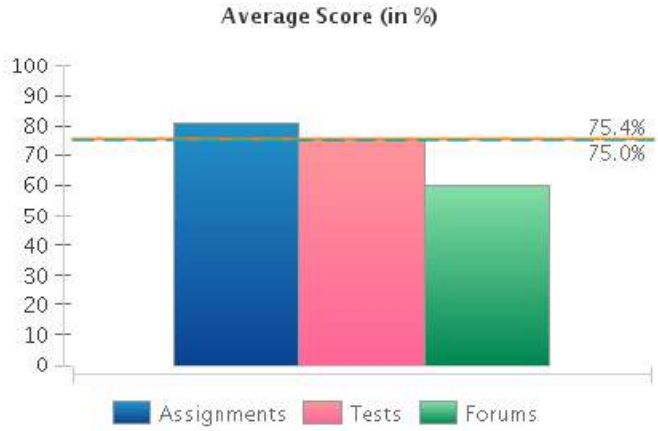
Previous Assessment Reports and Results
Date of Previous Assessment: **Describe the successful elements of the previous report's action plan below.** **Refer to any unmet Learning Outcomes in the Action Plan section, following. If appending pages, include notation in box to "See attached".**
No previous assessments.

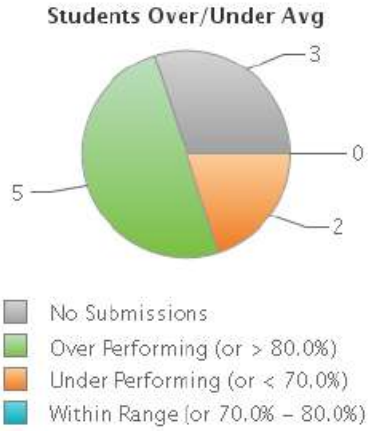
Assessment Methods
Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.
3 assignments 2 exams 1 discussion

Assessment Results: Course Overview

Course Overview

Performance Target	Performance Range	Course Average	Median	Mode	Standard Deviation
75.0%	+/- 5% (or 70% - 80%)	75.4%	97.3%	100.0%	36.3%





Performance Average Below 70.0%	Average Score (in %)	Performance Offset	Count of Items
Assignments	81.0%	6.0%	3
Tests	74.9%	-0.1%	2
Forums	60.0%	-15.0%	1

Assessment Results: Detail by Goal

Detail by Goal

Performance Average Below 70.0%

	Overall Average	Assignments	Tests	Forums
		Average by Type (Count)		
GSC 120 Goals				
1. Understand the societal (social, political, economic, cultural and/or ethical) variables that contribute to environmental degradation and to consider critical thought and responsive activism toward resolving environmental problems.	83.4%	85.7% (1)	81.1% (1)	
2. Analyze representations of key concepts from environmental science, policy, and values as they appear in mass media, society, literature, and/or theory.	81.1%		81.1% (1)	
3. Understand the relationship between environmental studies research and field/application settings, and to document and reflect on one's individual fieldwork and/or civic engagement as related to environmental studies concepts and goals.	83.4%	85.7% (1)	81.1% (1)	
4. Demonstrate ability to effectively present research to lay audiences in written and oral form.	71.4%	71.4% (1)		
5. Evaluate the key points of a complex article or research work in environmental studies, and to critique the theoretical framework, methodology and findings of that study.	85.7%	85.7% (1)		
6. Reflect critically about their roles and identities as citizens, and consumers in a complex, interconnected world.	71.4%	85.7% (1)	68.6% (1)	60.0% (1)
7. Apply the scientific method to evaluate environmental problems and propose solutions.	68.6%		68.6% (1)	

* Please note if using a different minimum performance standard.

Conclusions

Provide a brief summary of conclusions derived based on analysis of data. Append additional pages if necessary. If appending, include notation in box to "See attached".

Four of the seven learning outcomes were met by 75% or more.

Outcomes 4, 6 and 7 only met the performance standard by 71.4%, 71.4% and 68.6%.

- 4. Demonstrate ability to effectively present research to lay audiences in written and oral form.
- 6. Reflect critically about their roles and identities as citizens, and consumers in a complex, interconnected world.
- 7. Apply the scientific method to evaluate environmental problems and propose solutions.

Assignments appear to be achieving better results than exam and discussions.

Action Plan and Date for Reassessment

Identify action plan for improvement or maintaining current performance levels including outcomes identified for re-assessment, curriculum revision, LOT proposal, new or revised course activities to reinforce learning outcomes, etc. Append additional pages if necessary. If appending, include notation in box to "See attached".

The assignments and tests both scored over the average 70% but the discussions did not. I think to help improve on the discussions I could add in more due dates in order to help maintain its structure. As it is right now students need to post an initial post (pertaining to a concept or question) and then respond to two other classmates. I think having the initial post due by Wed and then the responses due by Friday or Saturday would help students stay on track. Having just Sunday as a due date means many students wait till Sunday to post all the posts and this does not create an actual discussion/conversation. Some

students do not post the responses, and this may contribute to the low score. Having several due dates may help alleviate this problem.

I need to better demonstrate the scientific method to students and I think this could be done using an assignment that could also incorporate outcomes 4 and 7. I could design a presentation in which the students use the scientific method to design an experiment that deals with either creating a product that helps society environmentally or fixing a product/practice currently in use that adversely affects the society. This could be done in a video, poster, or power point presentation. A discussion could also be added asking students to research one "green technology" and then have them explain it to others or think about how to improve on the technology using the scientific method.

I may also add in videos that deal with either the scientific method in use or/and our role as citizens and how we individually contribute to the demise/betterment of the earth. These videos would demonstrate simple things we can do in our everyday lives that can help with concepts such as waste, pollution, and habitat destruction. Using these videos students could apply the scientific method to explain how these concepts effectively change the world for the better.

Assessment Committee Recommendation/Approval
(To be posted by Assessment Committee Chair)

☐ Approved as presented

x Approved with recommendations for future reports (Explanation Required)

- All outcomes are mentioned by name in the Conclusions section should also be referred to in the Action Plan section.

☐ Resubmission Required. Reason for Resubmission:

Date: 5/22/20