

# Assessment Impact by Course Objectives

## Palau Community College

### Program (ES) - Environmental Marine Science

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#### CLO: SC 239 - Natural History of Palau: CLO 1

KNOWLEDGE OF THE NATURAL ENVIRONMENT OF PALAU: Student is literate and demonstrates familiarity of the natural environment of Palau, its geological formation, ecosystems, and indigenous, endemic, endangered, and invasive flora and fauna that inhabits the islands.

**CLO Assessment Cycle:** 2014-2015 (Fall 2014)

**CLO Status:** Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active
Demonstrates familiarity of the natural environment of Palau by performing the following: provides concise geographical location and description of the Palau archipelago in reference to its neighboring islands in Oceania region and major continents; scientifically explains the formation of the Palau Islands; identifies on a map of Palau the major volcanic and limestone islands and describes their major physical features including vegetation types, rivers, lakes, and other special features; recognize by their scientific names some of the common terrestrial and marine flora and fauna of Palau, and classify them into appropriate taxonomic groups; explain the ecological, economical, educational, and cultural significance of the following major ecosystems in Palau: forest, lakes, rivers, estuaries, and coral reefs; recognize by their scientific names terrestrial and marine flora and fauna that are threatened, endangered, endemic, and/or invasive; apply proper techniques in collecting, preserving, and labeling terrestrial and marine specimens for herbarium and/or museum collection; apply simple ecological field surveying techniques to gather quantitative data for the purpose of short- and long-term monitoring of a threatened species, habitat, or an ecosystem; construct and present to peers concise profiles of four different species found in Palau use in public education and awareness. <b>Signature assignment:</b> Final Exam	70% of the students assessed will perform at the proficiency level.		Yes

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
Final Exam - 12/18/2015 - 14% of the students assessed performed at the proficiency level. <b>Expected Student Performance Met:</b> No <b>Related Documents:</b> <a href="#">CLO1rate1.PDF</a> <a href="#">CLO1rate2A.PDF</a> <a href="#">CLO1rate2B.PDF</a> <a href="#">CLO1rate4.PDF</a>	12/18/2015 - Results of this year's assessment dropped significantly from last time this course was assessed a year ago. Most of the student learning takes place out in the field when students are able to see and observe different components of Palau's natural environment from species to the ecosystems. During first 8 weeks, two field trips were cancelled. First cancellation was due to lack of transportation. Second cancellation was due to unsafe weather. During the second half of the semester, instructor was on sick leave and one field lab was cancelled while two were combined into one lab session. Lost contact hours were made up,		2015-2016 (Fall 2015)

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
	but that meant acceleration of course contents. Delivering of course contents were made mostly through lectures, films, and pictures and less time for field observations. It was difficult to make up field hours because the make-up of contact hours had to be scheduled in between students' pre-existing course schedule. The fast pace may have resulted in poor student performance as they had very little time to grasp and understand the concepts. RECOMMENDATION: Better transportation coordination from Office of Academic Affairs; hire assistant science instructor that can take over delivery of course contents for short periods of time should instructor becomes ill and needs sick leave from work for more than 3 days. This would allow courses to continue and students are not inconvenienced later when we have to make up lost contact hours.		
Final Exam - 12/24/2014 - 83% of the students assessed performed at the proficiency level <b>Expected Student Performance Met:</b> Yes <b>Related Documents:</b> <a href="#">CLO 01.pdf</a>	12/24/2014 - No action is needed at this time as the expected outcome has been met.		2014 - 2015 (Fall 2014)

### CLO: SC 239 - Natural History of Palau: CLO 2

RESEARCH SKILLS: Student actively learns outside of the classroom through library research, local interviews, and search using different internet search engines.

**CLO Assessment Cycle:** 2014-2015 (Fall 2014)

**CLO Status:** Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active
Exhibits ability to locate, select, and prioritize appropriate literature and other sources outside of the classroom to construct species profiles; demonstrates knowledge of species by prioritizing and selecting convincing facts and information about a species that can convince audience of its ecological, economical, and cultural significances; correctly interprets information; creatively propose original and practical solutions to promote the conservation and protection of species; defends facts by providing references used to construct species profiles. <b>Signature assignment:</b> Species Profile	70% of the students assessed will perform at the proficiency level.		Yes

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
Species Profile - 12/18/2015 - 43% of the students assessed performed at the proficiency level.	12/18/2015 - Like CLO #1, assessment results for		2015-2016 (Fall)

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
<p><b>Expected Student Performance Met:</b> No</p> <p><b>Related Documents:</b>  <a href="#">CLO2rate01a.pdf</a>  <a href="#">CLO2rate01b.pdf</a>  <a href="#">CLO2rate03high.pdf</a></p>	<p>this CLO #2 also dropped significantly from 89% in 2014 to 43% this year. When course contents were accelerated during the second half of the semester, two of the 7 students who regularly attended classes were unable to complete at least one of two remaining species profiles. Quality of students' research papers after mid-term did not improve when compare to their research submitted before mid-term. This may be attributed to the post -midterm accelerated pace of the course.</p> <p>RECOMMENDATION: Hire assistant science instructor that can take over delivery of course contents for short periods of time should instructor becomes ill and needs sick leave from work for more than 3 days. This would allow courses to continue and students are not inconvenienced later when we have to make up lost contact hours.</p>		
<p>Species Profile - 12/24/2014 - 89% of students assessed performed at the proficiency level.</p> <p><b>Expected Student Performance Met:</b> Yes</p> <p><b>Related Documents:</b>  <a href="#">CLO 02A.pdf</a></p>	<p>04/02/2015 - No action is needed at this time as the expected outcome has been met.</p>		<p>2014 - 2015 (Fall 2014)</p>

**CLO: SC 239 - Natural History of Palau: CLO 3**

KNOWLEDGE SHARING: Student shares knowledge to diverse audience by preparing and presenting a community awareness presentation of a local environmental issue to a local audience; student engages in community activities to experience possible solutions to local and global problems.

**CLO Assessment Cycle:** 2014-2015 (Fall 2014)

**CLO Status:** Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active
<p>Put together a PowerPoint presentation that highlights important facts about species of Palau; presentation is concise yet covers all of the required contents with details; presentation information is well organized in a logical and clear way; presentation includes basic information that audience gain a comfortable understanding of the topic; presentation demonstrates creativeness, inventiveness, and resourcefulness of student; student shares knowledge to diverse audience by presenting 2 species profiles as a community awareness presentation to a local audience.</p> <p><b>Signature assignment:</b> Power Point Presentation</p>	<p>70% of the students assessed will perform at the proficiency level.</p>		<p>Yes</p>

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
<p>Power Point Presentation - 12/18/2015 - 60% of the students assessed performed at the proficiency level.</p>	<p>12/18/2015 - From 100% proficiency in 2014 to only 60 % proficiency this year. During the</p>		<p>2015-2016 (Fall 2015)</p>

**Results**

Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
<p><b>Expected Student Performance Met:</b> No</p> <p><b>Related Documents:</b> <a href="#">CLO3rate2.pdf</a> <a href="#">CLO3rate4.pdf</a></p>	<p>course of the semester, students are required to present their species profiles to the class during midterm and last week of instructions. This year, only 5 students gave class presentations at least once. The 3 who were proficient at the end of the semester completed two class presentations, whereas the 2 not proficient gave only 1 presentation and it happened during the last week of instruction. It's hard to say that the lower proficiency this year is related to the accelerated pace. It may have affected the students who presented for the first time at the end of the semester as they needed more time to prepare their presentations. The students who presented the second time during last week of instructions didn't require more time to prepare their presentations because they had a backbone presentation format from the first presentation. This year, students were just not submitting their assignments on time. I had to extend deadlines numerous times. RECOMMENDATION: Require students to submit a draft of presentation and set a deadline for the draft.</p>		
<p>Power Point Presentation - 12/24/2014 - 100% of students assessed performed at the proficiency level.</p> <p><b>Expected Student Performance Met:</b> Yes</p> <p><b>Related Documents:</b> <a href="#">CLO 3 EVIDENCE_GRADED.pdf</a></p>	<p>04/02/2015 - No action is needed at this time as the expected outcome has been met.</p>		<p>2014 - 2015 (Fall 2014)</p>