

# Assessment Impact by Course Objectives

## Palau Community College

### Program (ES) - Environmental Marine Science

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**CLO: SC 249 - Environmental Concepts & Issues: CLO 1**

KNOWLEDGE: Students are literate and conversant of the basic concepts of ecology, structure of a natural ecosystem, interrelatedness within an ecosystem and between ecosystems, the influences of human practices on our island ecosystems, renewable and nonrenewable resources, and sustainability of resources.

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

**CLO Status:** Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active
Conversant of the basic concepts of ecology by explaining the structure of a natural ecosystem, interrelatedness within an ecosystem and between ecosystems, the influences of human practices on our island ecosystems, renewable and nonrenewable resources, and sustainability of resources. <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 - 05/28/2015 - 53% of the students assessed performed at the proficiency level <b>Expected Student Performance Met:</b> No <b>Related Documents:</b> <a href="#">CLO1Evidences.pdf</a>	06/08/2015 - While the compiled data shows that the expected student performance was not achieved for SC249 this spring semester, it is important to consider the data from the two sections separately because one section was a traditional in-class course, while the other was an online hybrid course with limited teacher-student contact hours. Looking at the sections separately, 78% of the students in section 1 performed at competency level or better in the final exam. On the contrary, 75% of the students in Section 2 performed below competency level. These results are very similar to the Spring 2014 results. When the data from the two sections are reviewed closely, the limited teacher-student contact hours for online students may be a contributing factor to the very low test performances. A majority of students enrolling in the online section may not have the time management skills and personal discipline to be independent learners in online courses. In addition, another obvious attributing factor to the low level of performance for Section 2 is insufficient participation during weekly labs and lack of effort to complete online assignments. In fact, the 25% performing at competency level in Section 2 were the students who regularly showed up to lab and		2014 - 2015 (Spring 2015)

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
	came prepared with the necessary documents for the final exam review. It is recommended that online section of SC249 be offered only when 75% of students who need the course to graduate are employed full time and not able to attend traditional classes. Otherwise, all sections of SC249 should all be traditional classes.		
Final Exam - 05/22/2014 - Only 28 students in both sections completed the key assignment for CLO #1. Overall, 54% of the students assessed achieved competency level (3 rating), 14% were at developing level (2 rating), and 32% at beginning level (1 rating). All 9 students rated at beginning level were enrolled in the online section. These 9 students make up 82% of the active online course participants. Only 18% of the students enrolled in the online section were rated competent in CLO#1, as compared to 82% of the students enrolled in the traditional in-class course who achieved competency level. <b>Expected Student Performance Met:</b> No <b>Related Documents:</b> <a href="#">Evidences for CLO#1.pdf</a>	05/22/2014 - Online Section had initial enrollment of 22. After week 10 of the semester, 8 students withdrew, leaving 14 enrolled. Only 11 of the 14 students who were enrolled in the online section completed the final exam. Assessment showed that 9 out of 11 were still at beginning knowledge, and only 2 rated competent. Online student participation was very poor. If we are to continue to offer an online option for this course, I recommend that there be a screening process for enrolling students in online-courses, if it is possible. For example, we can put limitations to online course enrollment. If a student who have attempted SC249 online course and failed should not re-enroll in the online course again, and must enroll in the traditional in-class course.		2013 - 2014 (Spring 2014)

### CLO: SC 249 - Environmental Concepts & Issues: CLO 2

CONSTRUCTING AN ARGUMENT: Students analyze and examine multiple perspectives of an environmental issue; creatively craft an opinion on the issue applying logic, wit, and skillfully present evidences that influence the audience's thinking and changes their minds or prompt some action.

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

**CLO Status:** Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active
Demonstrate knowledge of particular environmental issue by providing a well defined environmental problem or question; student coaches audience in one direction by presenting both sides of the issue and exposes weak counterpoints; discussion of issue uses convincing evidences that links effects to causes of problem; students demonstrate ability to evaluate information by thoughtfully selecting credible evidences to support position on the issue, avoid exaggerations, distinguish opinions from facts, and integrate provable statements that are tough to refute. <b>Signature assignment:</b> Issue Paper	70% of the students assessed will perform at the proficiency level.		Yes

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
Issue Paper - 05/28/2015 - 67% performed at proficiency level, while 33% performed below proficiency level	06/08/2015 - Because the two sections differ in terms of lecture delivery method and teacher-		2014 - 2015 (Spring 2015)

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
<b>Expected Student Performance Met:</b> No <b>Related Documents:</b> <a href="#">CLO2Evidences.pdf</a>	student contact hours, the data for each sections need to be reviewed separately. When sections are assessed separately, section 1 did achieve the expected outcome at 71% performing at competency level or better, while 29% performed below competency level. On the contrary, only 58% of the section 2 class performed at competency level. The same action plan for CLO #1 is recommended for CLO #2.		
Issue Paper - 05/26/2014 - Data for CLO #2 is based on results of 30 students who completed the signature assignments. 70% assessed rated 3 or better (6.67% rated 4 + 63.33% rated 3); 3.45% rated at 2 (developing skills); while 6.90% rated at 1 (beginning skills). <b>Expected Student Performance Met:</b> Yes <b>Related Documents:</b> <a href="#">CLO02_1beginning.pdf</a> <a href="#">CLO02_2developing.docx</a> <a href="#">CLO02_3competency.pdf</a> <a href="#">CLO02_4accomplished.PDF</a>	05/26/2014 - No action needed at this time as the expected outcome has been met. 05/26/2014 - No action needed at this time as the expected outcome has been met.		2013 - 2014 (Spring 2014)

**CLO: SC 249 - Environmental Concepts & Issues: CLO 3**

RESEARCH SKILLS: Students actively learns outside of the classroom through library research and field projects.

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

**CLO Status:** Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active
Exhibit ability to locate, select, and prioritize appropriate literature and other sources outside of the classroom to analyze and examine a local environmental issue; demonstrate knowledge of issue by clearly identifying the problem and describes underlying cause(s) of the problem; correctly interprets information; analysis information, creatively propose original ideas to mitigate the problem and future prevention strategies, and draws conclusion based on research; written formal scientific paper apply all the MLA writing style format. <b>Signature assignment:</b> Research Project/Paper	70% of the students assessed will perform at the proficiency level.		Yes

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
Research Project/Paper - 05/28/2015 - 89% of the students assessed performed at proficiency level or better. <b>Expected Student Performance Met:</b> Yes <b>Related Documents:</b>	05/28/2015 - Comparing Spring 2014 with Spring 2015, the rate of proficiency level decrease by only 1% this semester, however all who completed the signature assignment performed at proficiency level.		2014 - 2015 (Spring 2015)

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
<a href="#">CLO3Evidences.pdf</a>			
Research Project/Paper - 05/26/2014 - CLO#3 assessment result is based on results of 17 students completed the signature assignment. 89.66% achieved competency and rated 3 (competent) or better. 10.34% of students assessed were still developing their science research skills. <b>Expected Student Performance Met:</b> Yes <b>Related Documents:</b> <a href="#">Research Level01.pdf</a> <a href="#">Research Level03_70s.PDF</a> <a href="#">Research Level03_80s.PDF</a> <a href="#">Research Level04.PDF</a>	05/26/2014 - No action needed at this time as the expected outcome has been met.		2013 - 2014 (Spring 2014)

#### CLO: SC 249 - Environmental Concepts & Issues: CLO 4

KNOWLEDGE APPLICATION AND 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 (Spring 2015)

**CLO Status:** Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active
Put together a presentation providing in-depth, covered details and examples; all information is organized in a logical and clear way; presentation includes all information that audience will gain comfortable understanding of the topic; presentation demonstrates creativeness and inventiveness; engaged in more than two community activities, including but not limited to one personal interview with a local expert to experience possible solutions to local environmental problems. <b>Signature assignment:</b> Presentation	70% of the students assessed will perform at the proficiency level.		Yes

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
Presentation - 05/28/2015 - 100% of the students assessed performed at proficiency level. <b>Expected Student Performance Met:</b> Yes <b>Related Documents:</b> <a href="#">CLO4Evidences.pdf</a>	06/08/2015 - No action needed at this time as the expected outcome has been met		2014 - 2015 (Spring 2015)
Presentation - 05/26/2014 - CLO#4 assessment result is based on the works of 27 students who completed the signature assignment. 96.30% of the students assessed achieved a rating of 3 (competent) or better. Only 3.70% rated below competency level. <b>Expected Student Performance Met:</b> Yes <b>Related Documents:</b>	05/26/2014 - No action needed at this time as the expected outcome has been met.		2013 - 2014 (Spring 2014)

## Results

**Summary of Data Collected**

**Use of Results**

**Follow-Up**

**Semester Assessed**

[Level 01.pdf](#)

[Level 03\\_70s.pdf](#)

[Level 03\\_80s.pdf](#)