

(GEOL-C105) Course Level SLO & Qualitative Notes

Critically analyze and evaluate information to make informed decisions about environmental issues and/or current events using the principles and methods of geology.

83722-(GEOL-C105-001)-General Geology
by Debra Secord

Students who did poorly on exams fell into 2 categories- 1) those who did no work in the lessons and just took the exams; 2)those who did all the work in the lessons, but seemed to have problems in critical thinking. I re-opened the exams for those scoring worse than a C and notified them by e-mail that: 1) they needed to work through the lessons to improve or 2)item by item feedback on why they missed critical thinking questions and how to improve. Most re-took their exams and scored better, but some scored worse and some never bothered to re-take the exams.

83724-(GEOL-C105-003)-General Geology
by Debra Secord

Students who did poorly on exams fell into 2 categories- 1) those who did no work in the lessons and just took the exams; 2)those who did all the work in the lessons, but seemed to have problems in critical thinking. I re-opened the exams for those scoring worse than a C and notified them by e-mail that: 1) they needed to work through the lessons to improve or 2)item by item feedback on why they missed critical thinking questions and how to improve. Most re-took their exams and scored better, but some scored worse and some never bothered to re-take the exams.

Support opinions and ideas through effective written and/or verbal communication using solid research, observations, reasoning, and the scientific method.

83724-(GEOL-C105-003)-General Geology
by Debra Secord

About 15-20% of students in each class seem to have a poor grasp of the English language and so terminology and small nuances in wording throw them off. A percentage of students do not read directions and seem to be surprised when you grade them based on completing what is asked for in an assignment.

83722-(GEOL-C105-001)-General Geology
by Debra Secord

About 15-20% of students in each class seem to have a poor grasp of the English language and so terminology and small nuances in wording throw them off. A percentage of students do not read directions and seem to be surprised when you grade them based on completing what is asked for in an assignment.

Use the major concepts and theories of geology to explain common geological features and processes.

83722-(GEOL-C105-001)-General Geology
by Debra Secord

Most students seem to get the broad concepts, but the details are lost.

Student Outcomes Qualitative Notes during CCC Fall 2012 for Geology

83724-(GEOL-C105-003)-General Geology
by Debra Secord

Most students seem to get the broad concepts, but the details are lost.

(**GEOL-C105L**) Course Level SLO & Qualitative Notes

Effectively apply the concepts, principles, and theories of geology to make accurate observations, gather and analyze data, formulate and test hypotheses, identify and distinguish among samples/structures/landscapes, solve problems, and come to supportable conclusions given various scenarios and research topics.

83860-(GEOL-C105L-L01)-Geology Lab
by James Ruhle

there are seven students who appear on the final grade roster who are not listed on the instructor roster. these students are no-shows and should have been dropped, and not included in the final calculations

(**GEOL-C115**) Course Level SLO & Qualitative Notes

Given a variety of rocks and minerals, correctly describe the general composition and the process leading to their formation.

83787-(GEOL-C115-001)-California Geology
by Kelly Ruppert

The bulk of this SLO is measured on their first assignment. Students are still getting oriented to the course.

Given specific in situ or photographic examples, differentiate the California geological features of each example, their respective geologic causes, and the processes contributing to their formation.

83787-(GEOL-C115-001)-California Geology
by Kelly Ruppert

Many students did not even complete the assignments related to this SLO. If we consider only the students who actually completed the assignment, the "failed to meet" numbers would be much lower.
