UA Rich Mountain
Assessing Student Learning
Course Outcomes Report
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Purpose
The Course Outcomes Report supplies information each semester regarding student learning on the course level. This report must be submitted to your division chair by the last day of the semester. Data from this report will be integrated into the annual Program Outcomes Report on Student Learning.

Background
Course Name: Physical Science Course # PSC114

Course Outcome(s) being assessed this semester
Think of the evidence of student learning activity or project. Choose ONE outcome for this course.
Develop problem-solving skills for simple mathematical calculations of practical application.
(Components: analyze mathematical relationships, calculate, comprehend, and differentiate)

Strategic Goals: Select the Goal(s) associated with the Course Outcomes(s) being assessed this semester.
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☐Goal One: Mission Driven
☐Goal Two: Ethically Based
☐Goal Three: Providing Access to Education
☒Goal Four: Quality Learning Environments
☒Goal Five: Student Success
☐Goal Six: Educational Partnerships
☐Goal Seven: Resource Development

Related Program Outcome: Students will apply technological and research skills to identify, locate, and process information.

Related GELO category: Research

Evidence of Student Learning
Describe the classroom activity/tools related to **course** objective (What did they do for the class which was tied to this objective? Was it a project? Discussion? Quiz?)

Describe Activity: It was a project and a part of the final exam. In this project, students should search for a suitable dry food item that has four nutrient mineral elements sodium, calcium, potassium, and

iron. After finding the milligram content by suitable conversion of the given percentage composition, students need to calculate the related mole content of the nutrient using the knowledge gained in the course. This would lead to finding the molar values of the minerals and to compute the ratio of the moles obtained. Based on the finding, students should prepare the report in the professional writing style they learned throught the semester.

Reflection

A. What was the result of this activity? (How do you know that students satisfied the course objective being measured?)

Overall, with proper guidance, students were able to apply the knowledge they learned in the course and systematically reported the findings in a professional writing format and style. One interesting finding I made while giving this project to the students that they usually struggle with the mathematical relationship and formula when they are to calculate multi-step mathematical problems but for this project that did not happen. They clearly understood what they needed and which step and formula to use. That is why all of them who attempted this project completed it well. 2 students who did not meet this objective did not even try to attempt this project, one did not complete the final exam at all and took a D in the course (instead of a possible C) and other did not attempt this project and took a C in the course (instead of possible B). All of the rest who attempted this project have either 100% or above 90% on this project. Most importantly, they enjoyed the usefulness of physical science knowledge in the the practical field of food and nutrition.

B. Enter course data

Number of students in your course(s) who met course objectives: 13

Enter the number of students total in your course section(s): 15

Enter the percent (%) of students achieving this course objective. (Data will be used on Program Outcomes Report under Evidence of Student Learning.) 86.7%

C. Response to data: Will you change how you teach as a result of this assessment?

Choose only one of the narration options below. If curricular changes are needed, briefly explain any changes planned for course improvement. If no changes are needed, indicate the rationale in the space provided below.

☐Changes(s) needed. *Type here*

☒No change(s) needed

****Attach anonymous student samples of each activity along with the grading rubric / scale.**