



Given that preface the students were then asked to answer the two questions:

1. Explain (if you can!) why it is reasonable for science (i.e., Climate Scientists) to try to influence society in this case (minimum 3-4 sentences)
2. Explain (if you can!) why it is reasonable for the Governor's office to try to influence science (i.e., Climate Scientists) in this case (minimum 3-4 sentences)

Data was gathered from five sections of MET 10, including four "live" sections and one on-line section. The five sections chosen were taught by five different instructors.

The answers were graded in summer of 2015 and are tabulated below. The meaning of the scores is: "2" indicates that the student answered both questions at least adequately; "1" indicates that the student answered one of the two questions at least adequately; "0" indicates that the student could answer neither adequately.

Section	Responses	2	1	0
A	31	14(45%)	17(55%)	0(0%)
B	18	7(39%)	11(61%)	0(0%)
C	39	18(46%)	21(54%)	0(0%)
D	33	16(48%)	15(45%)	2(6%)
E(online)	40	24(60%)	15(37.5%)	1(2.5%)
Sum	161	79	79	3
Percent		49%	49%	2%

In these sections, almost half (49%) of the students fully met the expectations of SLO #2. Close to another half (49%) partially met the expectations, and only a small number were not able to meet the expectations at all. Further analysis of the students who received a grade of 1 indicates that most of the students answered question number #1 "correctly" (as judged by the faculty)(77 out of the 79, i.e. 97%). Thus 156 out of 161 (97%) students met expectations about the role that science should play in influencing society.

There is remarkable consistency among three of the four "live" sections with the exception of section "B", which had the smallest percentage of students who fully met the expectations. The "on-line" section had the greatest percentage of students fully meeting expectations.

There were several different reasons given by students that were judged to be an inadequate response to question #2. The two primary reasons were: it is a government's responsibility to avoid panic and therefore withhold information; and combating climate change would be too costly. Other reasons included religion, bribes, and avoiding rebellion. Some answered the wrong question (i.e. government using science to influence society). The number of students in section B who cited economic reasons is most likely the reason that a greater percentage of "wrong" answers occurred in that section. It is apparent that the

instructor offered economics as a reason that some people (including Florida's governor) deny climate change, and asked the students to think critically about whether that was a valid reason. Some were able to, and include that in their acceptable answers, while others were not.

The answers in the online class were much better organized, partially explaining the more positive results.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications, the course coordinator should indicate this.)

a. None planned

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned.

a. The course meets the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment.