

Course Assessment – Part A: Your Plan

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Your Email *

Please select your course & name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541-506-6037 or ggilliland@cgcc.edu.

ECE 124 – Multicultural Practice: Exploring Our Views – 1093970 – Ashley Mickels – Spring 2019

Part A: Your Plan

DIRECTIONS

1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey):

Identify the influences on self-identity, including culture, race, language, gender, sexual orientation, physical ability, and class.

Outcome #1 *

Outcome #2 *

Recognize others identities as the product of cultural, linguistic and class influences.

Outcome #3 *

Assess cultural-, linguistic-, and class-related experiences and needs in learning communities for young children (infancy – school age) and their families.

Have you completed an assessment for this course prior to this term? No

If yes, are you assessing different outcomes? Yes

Comments:

2. To which degree(s) or certificate(s) does your course map?

Degree, Certificate, & Program Outcomes

- EARLY CHILDHOOD EDUCATION
- Associate of Applied Science – Early Childhood Education and Family Studies
- Early Childhood Education and Family Studies Certificate

Method of Assessment

3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.)

Identity Portfolio as well as the questions portion of Questions & Tasks: 1, 2, 3, 4 and 6. (Each of these Q&T assignments have one reflective question and one assessment/application task.)

Outcome #1: Method to assess student understanding *

Outcome #2: Method to assess student understanding *

In class discussions especially related to the sharing of classmates identity portfolios. Students will recognize the importance of others identities in their planning of activities (Task #5 and Anti-Bias Activity Share) for early childhood classrooms and creating/introducing persona dolls.

Outcome #3: Method to assess student understanding *

Task portion of the Questions & Tasks: 2, 3, 4, 5 and 6, Children's Book Review, Anti-Bias Activity Share and Anti-Bias Goals Paper.

4. How will you know if you were successful in your efforts to teach this outcome? 75% of students will receive 80% or higher on their Identity Portfolio.

Outcome #1: *

Outcome #2: How will you know if you were successful in your efforts to teach this outcome? * 75% of students will receive 80% or higher on their Anti-Bias Activity Share.

Outcome #3: How will you know if you were successful in your efforts to teach this outcome? * 75% of students will receive 80% or higher on their Questions & Tasks assignments 2-6.

5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation.
Question #1 Out of the assigned activities, which do you feel you gained the most from and why?

Question #2 How could I improve this course? Please give at least one example.

Do you require the names of students who complete the course evaluation survey? (Please note: names will be sent to instructors the Thursday before term ends) NO

Reminder, when completing Part B, instructors will be asked the following questions:
Describe anything you did to assist the institutional effort to support students in improving achievement of the specified criteria for the following Core Learning Outcomes (CLO):
1. CLO#1 – Communication – "Sources and Evidence" and/or "Organization and Presentation"
2. CLO#2 – Critical Thinking/Problem Solving – "Student Position" and/or "Evaluate Potential Solutions"
3. CLO#4 – Cultural Awareness – "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions")

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