

# Course Assessment– Part B: Your Results & Analysis

#385

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

## Part B: Your Results

70% of students achieved all 3 outcomes

### DIRECTIONS

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below. \*

#### Outcome #1

\*

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

% of students who successfully achieved the outcome (C or above) \*

100%

#### Outcome #2 \*

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

% of students who successfully achieved the outcome (C or above) \*

100%

#### Outcome #3 \*

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

% of students who successfully achieved the outcome (C or above) \*

67%

## ANALYSIS

3. What contributed to student success and/or lack of success? \*

Low attendance played a big part in reducing several student's ability to achieve all three outcomes. 33% of my students missed at least 3 classes due to family emergencies, housing emergency, sickness, or work conflicts. Several students ended up submitting their assignments late or not at all and thus their total possible points were reduced and it had a heavy impact on the % of students achieving outcome #3. One piece I believe that supported their success for the other two outcomes was having time in class to work on part of their assignments.

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of

I had 3 students who felt they didn't increase their level of understanding on all these outcomes, which is disappointing they felt that way, but based on their reflective writing, in class discussions and fairly informal presentations, it was clear every student increased their understanding. It is possible that the three students with low class attendance were the ones who felt they didn't grow, but I can't say for certain.

student achievement of the three outcomes.

\*

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) \*

As I said above, the low attendance was disappointing and seemed to stunt the overall class growth because those who missed a lot of class didn't seem as comfortable/confident joining in discussions, so the dialogue wasn't as rich as it could've been.

6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? \*

This class had a diverse understanding, exposure and acceptance of the importance of identity and anti-bias work starting on day one. Some were eager to learn about it, while others were resistant for religious reasons. In the future I will address the varying levels of understanding by creating some in class activities where more experienced students can be a small group "facilitator". The class enjoyed the textbook except for one student, so I won't replace it, but I might offer some alternative reading assignments where they can occasionally pick to read one of the chapters or an article. I will increase the amount of time spent in class working on activities and focus homework mainly on reading, research and writing assignments. I focused the majority of our class time on outcome #1 because self-identity work is the appropriate starting point, but I plan to add a research oriented assignment for students to dive deeper into an identity category or culture that is very different from their own. I will create a system for students to ask questions to either myself or to the class anonymously, since some students felt very shy speaking up, especially on this subject matter. I will require students to submit a rough draft of their anti-bias goals paper so myself and/or their classmates can help them revise. I plan on creating better rubrics and I might try including students in creating the grading expectations for a few assignments. We used a "Personal Self Assessment of Anti-Bias Behavior" at the end of the term, but next time I will have students complete it at the beginning AND the end, and have them compare and analyze their growth.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

I will try to find a training that explores how anti-bias work may conflict with a person's religious beliefs or spirituality and how to respectfully navigate. Paid office hours to make course modifications/improvements.

8. Reflect on any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes. \*

I've never taught this course before.

9. Describe how you explain information about course outcomes and their relevance to your students.

I reference the outcomes fairly regularly, especially as a means to explain to students why they are doing certain activities and assignments. I also bring them up around mid-term and dialogue with students about which outcome(s) they feel they've reached and which they haven't yet. I might try modifying their "Self-Progress Report" mid-term assignment to include the course outcomes in some way to receive more input. (I'll need to play around with that, since currently I use this as a way to check in with students on how they're doing on their personal goals and as an opportunity to ask for more support or to suggest changes that would help them be more successful in this class.)

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:

CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation" and

CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem

CLO#4: We incorporated some "brave space" activities, and created group norms together and kept them displayed all term long. I encouraged all students (and myself) to be curious rather than certain. We had some really deep discussions as well as writing assignments that encouraged us to identify our own biases towards those who are culturally different from us. (I didn't know "Core Learning Outcome Assessment Rubrics" existed, but I will be utilizing them in the future!)

Solving).

CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" – Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"

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