

# Course Assessment– Part B: Your Results & Analysis

#419

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ECE 224 – Multicultural Practices: Curriculum & Implementation –  
1094275 – Ashley Mickels – Fall 2019

## Part B: Your Results

### 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 (Project #1: Group Research & Presentation): 75% of students earned a B or higher

Outcome 2 (Final Exam): 88% of students earned a C or better

Outcome 3 (Project #2: Inclusion & Anti-Bias Website): 63% of students earned a B or better

### Outcome #1

\*

Identify cultural and ethnic issues related to early childhood education. (Project #1)

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

75

### Outcome #2 \*

Recognize ethnocentrism, racism and/or discrimination in early childhood education environments. (Final Exam)

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

88

### Outcome #3 \*

Develop multi-cultural, anti-bias curriculum for use in the early childhood education setting. (Project #2)

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

63

## ANALYSIS

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

For starters my class was small, only 8 students were included in these results, and regular attendance was a serious issue for 3 of the 8 students. One of those students only attended 25% of class time and didn't submit all assignments. Another student really struggled with the writing expectations. I introduced the writing desk to all my students and even required one assignment be submitted to it so they would learn how to use it, but I don't believe any students did outside of that one assignment. I also provided detailed feedback on assignments, allowed all students to revise and resubmit work (up to a certain date).

All the students who attended class regularly earned A's on both projects and the final exam. I believe they did so well because I broke projects down into smaller assignments with weekly assignments due. This prevented many students from procrastinating on large projects and provided them with multiple chances to check in and ask for clarification or additional support when needed. For Project #2 students made their own inclusion and anti-bias website with a free website builder. I reserved one of the computer labs on campus and my class met in there on at least three different occasions, this allowed both myself, and the more tech savvy students to support those who needed it. Lastly, as I

mentioned above, students had the chance to revise their work and resubmit for a higher grade (up to an A-), only a few took advantage of this, but those who did bumped their grades up by 5-10%.

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 student achievement of the three outcomes.

\*

Unfortunately, I did not receive any student evaluations, however, at the beginning of the term they completed a short paper summarizing their level of experience and/or knowledge for each course outcome and the final exam included questions that clearly linked to course outcomes. Based on their paper and their responses in their exam, all students (minus those who did not attend regularly) progressed to a mastery level for all outcomes. I was incredibly impressed with their growth and ability to apply their knowledge.

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

No, mainly as a result of low attendance.

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

I'm not sure if I want to go back to awarding points for attendance, if I don't, I will make a stronger point to explain to the students why there aren't attendance points and how even one absence can effect their understanding of course content and assignments which ends up impacting their grade. If I do return to points for attendance, it would probably be for first year courses, and it would be based on class participation, not attendance. I think big picture changes would be to move all ECE courses to a hybrid delivery method that does not require students to attend class on campus as frequently. This term many students expressed challenges with transportation, lack of child care, work schedules, illnesses and other family circumstances and if we reduced the frequency of F2F class time, more students would be able to be successful.

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

None

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

N/A. This is the first time I've completed an assessment for this course.

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

I introduced the course outcomes at the beginning of the term, and throughout the term I indicate which lessons and assignments correlate to which outcome. Their first assignment is to write a paper about their experience/knowledge level for all course outcomes and which outcome they're most excited to learn about. I also checked in with students a little past half-way through the term and asked them which outcomes they felt we had addressed fully and which outcomes we hadn't. This also provided me with input on outcomes I felt we had addressed fully, but that the students felt we only partially covered, so I made modifications to our remaining courses.

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 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"

**CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems"**

Even though this is not a Gen. Ed. course, I wanted to target CLO #1. Several assignments were graded using the Written Communication Rubric. Project #1 included written and oral communication, and one part of the project included a self-assessment using the Oral Language Rubric. The students were really nervous at first, but we watched videos in class about how to deliver a quality presentation, and role played what "not demonstrated" and "accomplished" might look like. It was pretty funny seeing them act out the "not demonstrated" examples for each category. I also met with each group the class period before they were scheduled to deliver their presentation and had them walk me through how they would present it, this allowed me a chance to make suggestions or provide tips, and it seemed to help the students feel more at ease.

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