

## Course Assessment- Part B: Your Results &amp; Analysis

COMPLETE

#489

Please select your course and 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 swade@cgcc.edu.

ECE 121 - Guidance & Classroom Management - 1096387 - Debra Shope - Winter 2021

**\* 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: Demonstrate a concrete understanding of the differences in key terms used concerning guidance and what is appropriate for the ECE classroom.

I determined that to show achievement for this Outcome #1, 75% of the students would earn 23 to 30 points total out of a possible 30 points on course Assignment #3 - Applying indirect and direct guidance strategies to classroom planning and practices. Regarding Assignment #3, 7 out of my 9 students earned an A on this assignment, the other 2 failed to submit this assignment due to major personal life challenges that they were experiencing.

Outcome #2: Identify the skills and strategies needed for making accurate observations of individual children based on child development principles.

I determined that to show achievement for this Outcome #2, 75% of the students would earn 15 to 20 points total out of a possible 20 points on course Assignment #2 - The Value of High Quality Child Observations.

Regarding Assignment #2, 6 out of my 9 students earned an A on this assignment, 1 student struggled with completing this assignment due to external circumstances. She did submit this assignment and it was graded 10 points out of a possible 20 points which represents a failing grade for the assignment, the other 2 failed to submit this assignment due to major personal life challenges that they were experiencing.

Outcome #3: Plan developmentally appropriate practice (DAP) techniques, strategies, and opportunities for a young child's healthy concept of self, self-regulation, and ability to interact appropriately with others.

I determined that to show achievement for this Outcome #3, 80% of the students would earn 30 to 40 points total out of a possible 40 points on course Project #1 - Utilizing social/emotional learning (SEL) curriculum resources to enhance classroom planning and practices.

Regarding Project #1, 6 out of my 9 students earned an A on this assignment, 1 student earned a C+ on their project, and the other 2 failed to submit this assignment due to major personal life challenges that they were experiencing.

Overall, the students were highly participatory during our online Zoom class and also had constant presence in each week's forum conversations.

Several students had personal issue that were impacting their ability to attend to their course work (Covid 19 issues, illness and loss, another student lost power for several days as a result of the ice storm and they fell behind as a result.)

**\* Outcome #1**

Demonstrate a concrete understanding of the differences in key terms used concerning guidance and what is appropriate for the ECE classroom.

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

77% (7 out of 9 students achieved a C or better and the other 2 students did not submit this assignment.)

**\* Outcome #2**

Identify the skills and strategies needed for making accurate observations of individual children based on child development principles.

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

67% (6 out of 9 students earned an A on this assignment, 1 student failed this assignment, 2 more students failed to submit this assignment.)

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**\* Outcome #3**

Plan developmentally appropriate practice (DAP) techniques, strategies, and opportunities for a young child's healthy concept of self, self-regulation, and ability to interact appropriately with others.

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

77% (7 out of 9 students achieved a C or better and the other 2 students did not submit this assignment.)

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

I believe that the text book reading selections, the additional reading selections from NAEYC and other sources, the Childcare Exchange Ed.Flicks videos and the Zoom class discussions highly supported the student's in their learning. By incorporating reading selections, video clips and Zoom class discussions, it provided the students with a variety of learning modalities to ensure engagement and the class discussions allowed for critical thinking about the course content and supported students to connect theory to actual classroom practices and to synthesize their new knowledge with other content knowledge.

Our classroom climate was very positive and participatory and the students reported in their Self Progress Reports that they valued the depth of the peer interactions during Zoom class and in the forum discussions.

Another factor of the course that I believe contributed to student success is that I designed the Assignments and the Project to be somewhat open-ended and supported them to have some level of creativity in how they completed the assignments. I provided several options for them to meet the assignment criteria and encouraged them to personalize the assignments based on their individual interests and also based on their role within the ECE field. For example, for assignment #2, I gave them the option to write a paper describing the methods and value of observation or they had the option to actually do some real life child observations and analyze them to inform their classroom practices.

As for lack of success, two of the students struggled to keep up due to extreme challenges and adverse events in their personal lives. One did not pass the class, the other managed to pass with a "C" grade. Even though they were struggling with personal challenges, they both remained engaged and expressed that they felt the class was wonderful and that they had learned a lot.

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**\* 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.**

Outcome #1: Demonstrate a concrete understanding of the differences in key terms used concerning guidance and what is appropriate for the ECE classroom.

8 out of 9 students took the end-of-term student evaluation. Six of the 8 indicated that they advanced in their content knowledge of Outcome #1 as a result of participating in class throughout the quarter.

Outcome #2: Identify the skills and strategies needed for making accurate observations of individual children based on child development principles.

8 out of 9 students took the end-of-term student evaluation. Six of the 8 indicated that they advanced in their content knowledge of Outcome #2 as a result of participating in class throughout the quarter. Seven of the 8 indicated that at the end of the quarter, they were either proficient or expert in their understanding of Outcome #2.

Outcome #3: Plan developmentally appropriate practice (DAP) techniques, strategies, and opportunities for a young child's healthy concept of self, self-regulation, and ability to interact appropriately with others.

8 out of 9 students took the end-of-term student evaluation. Seven of the 8 indicated that they advanced in their content knowledge of Outcome #3 as a result of participating in class throughout the quarter. Seven of the 8 indicated that at the end of the quarter, they were either proficient or expert in their understanding of Outcome #3.

I believe that my perceptions regarding how well my students mastered the course content and Outcomes aligns with their own student evaluations. I felt that they all made substantial gains and were able to demonstrate in their class participation that they could apply the course content to examples of real life ECE classroom situations and could meaningfully discuss how the theory framed and supported our work practices.

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

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For Outcome #1, I indicated 75% would score 23 to 30 points (out of a total 30) on Assignment #3, 77% of the students met this outcome. For Outcome #2 I indicated that 75% would earn 15 to 20 points (out of a possible 20) on Assignment #2, and 67% met

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

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I would like to recommend that the Zoom class portion for this course be increased from 50 minutes each week to 1 hour and 20 minutes each week to facilitate a deeper level of class time discussions and interactive activities. I also want to look at the assignment rubrics to see if I could add more details to the rubric contents to make them more meaningful to the students. I like to keep the assignment guidelines more open-ended to allow for creativity and/or to support students to add their own elements of interest; however, this resulted in some feedback from students that they would like more detailed explanations about the criteria for the assignments. So I am working on how to keep them open-ended, yet make the criteria more clearly defined.

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

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Nothing other than changing the Zoom class time expectations. There would be no budget impact that I can think of.

**\* 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.**

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This was my first time to teach this course and this is my first assessment.

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

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I do a thorough overview of the course syllabus the first class session and review the course Outcomes and course content and themes. I connect the Outcomes to other frameworks if applicable, (such as NAEYC Professional Standards) and describe how the Outcomes support the concepts of developmentally appropriate practices within the ECE field. I ensure to connect the Outcomes to its aligned syllabus content and provide examples as to what it means regarding our work applications in the field.

**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" CLO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

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CLO #1: I added a 3 to 5 minute class presentation requirement to Project #1 for our final Zoom class session. Each student was asked to plan a 3 to 5 minute class presentation and share with their peers some highlights of their Project.

CLO #4: I found an excellent YouTube video (by Dr. Allen) that I presented during one of our Zoom class sessions that discussed the statistics of expulsion rates in preschool programs. We were reading a NAEYC article on the subject of preschool expulsion rates that week and I felt that the YouTube video was very thought provoking and added a lot of value to that topic. As a follow up discussion, we discussed anti-bias practices and how to ensure that our work supported positive outcomes for all of the children and their families.