Course Assessment- Part B: Your Results & Analysis   COMPLETE   #477

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ECE 120 - Introduction to Early Childhood Education - 1095882 - Ashley Mickels - Fall 2020

* 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: 86% (6/7) Students rated themselves with a "good" understanding and provided evidence on Final Course Outcomes

Self-Assessment
Outcome #2: 71% (5/7) Students rated themselves with a "good" understanding and provided evidence on Final Course Outcomes Self-Assessment
Outcome #3: 71% (5/7) Students rated themselves with a "good" understanding and provided evidence on Final Course Outcomes Self-Assessment

* Outcome #1

Summarize historical influences, fundamental principles, and current issues in the Early Childhood Education field.

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

86% (please note I did not use a "C" or above criteria)

* Outcome #2

Compare and contrast early childhood education program models and approaches.

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

71% (please note I did not use a "C" or above criteria)

* Outcome #3

Summarize the ethical and professional standards for an ECE professional.

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

71% (please note I did not use a "C" or above criteria)

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

Small data sample. One of the 7 students earned a D as a final grade due to low attendance and insufficient reading/writing skills. I urged the student to join the Integrated Education Training program to receive additional reading/writing support, but the student did not follow through with it.

Secondly, it was 71% (5/7) for Outcome #2 and #3 because students provided evidence for only part of the outcome. For Outcome #2, 6/7 students provided sufficient to exemplary evidence for program approaches, but 2 students did not provide any evidence for models. For Outcome #3, 6/7 students provided sufficient to exemplary evidence for ethical standards, but 2 students did not provide any evidence for other professional standards.

Outcome #2 :
I don't think students understood the difference between approaches and models. I covered program models in the beginning of the term, but there wasn't an assignment that required them to apply/demonstrate their knowledge. One project focused on researching one approach, and then students wrote a paper comparing and contrasting their 1st approach with an approach researched/presented by a classmate.

Outcome #3:
I introduced some of the professional standards at the beginning of the term, then near the end of the term students needed to apply the standards as a small portion of a bigger project. Most students earned low points on that section, which I believe indicates I should have either provided additional instruction on it at the beginning of the term, included an assignment that required them to apply the information shortly after I taught it, and/or reviewed the standards more in-depth before asking them to apply it to the bigger project.

Given my teaching style, which is more interactive than direct lecturing, a 50 min weekly class session didn't really provide enough time for me to deliver information in a meaningful/engaging way.

The final group project/presentation did not go very well. We had many technical issues, and students struggled to effectively communicate with their partners. Most groups went over the allotted time because they didn't rehearse together (even though I provided some class time to do this).

Success:
Being available to answer questions live in Zoom class sessions or virtual office hours. Explaining what was required for each assignment and how it would be graded during a live session so students could ask questions. Providing clear direction and rubrics for assignments. Creating engaging assignments that aligned with outcomes, allowed student choice, and opportunities to be creative.

* 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.

All students identified personal growth for every outcome. I incorporated 3 self-assessments (initial, mid, and final), and I think it was a bit overkill. However, students were very familiar with outcomes as part of that and that identified in class which outcomes we were covering as well as how each assignment addressed specific outcomes. In the final self-assessment of course outcomes, 100% of students identified their knowledge as "good", "very good", or "excellent". The results reasonably align with my assessment of student outcomes.

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

No, I was hoping for at least 75% for each outcome, and outcome #2 and #3 were slightly below that at 71%. If I excluded the student with low attendance, then the results would've been 83% (5/6) for all outcomes.

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

Provide recorded lectures for students to watch before the in-person class session and then spend class time answering questions and applying concepts. Increase hybrid class session by at least 30 minutes per class. Consider creating an assignment for program models instead of only using the in-class activity. Provide more direct instruction on professional standards and the opportunity to apply knowledge right after it is taught. My only hesitation is that I don't want too many assignments that might overwhelm students so I'll see if I can modify any of the current assignments to better incorporate either program models or professional standards.

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.

This course had new outcomes, so it doesn't match the previous version of ECE 120 that I have taught. However, my students and I both enjoyed breaking outcome #2 into two projects. First, they researched a curriculum approach and created a slideshow that was shared with their classmates. Then, they chose a second approach that their classmates researched, and wrote a paper comparing and contrasting the two approaches.
I think I did a better job of weighting the assignments/assessments. In the past, a student could earn a B without demonstrating competency of all the outcomes because certain assignments were worth more than others and assignments focused a lot of criteria unrelated to competency of outcomes. I'm still working on this.

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

I start the term with a syllabus quiz that requires students to identify course outcomes. I then have them complete an initial outcomes self-assessment for each outcome. At the start of every class session, I explain what we will be covering and how it relates to our outcomes. I also explain how the assignments/ projects address our outcomes. For this course, I also included a midterm and final self-assessment, but I don't think I will do that in the future. I want to return to using my midterm self-progress report instead, but I will still use the initial and final self-assessment.

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"

Assignment 3: Approaches to Teaching & Learning Comparison Paper. The rubric included criteria on credible sources, and listing references. I provided videos Tori recorded with information on available library resources, how to use the library resources, and how to pick credible sources. I provided examples of credible sources in class.