

Course Assessment - Part A: Your Plan

COMPLETE

#555

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 126- Early Childhood Development: Birth to Age 8- Debra Shope- Fall 2021

* **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): Outcome #1**

Describe the developmental period of early childhood from birth through age eight across physical, cognitive, social-emotional, and linguistic domains.

* **Outcome #2**

List the basic premises of various child development theorists.

* **Outcome #3**

Identify elements of learning environments and instructional practices that are healthy, respectful, culturally and linguistically responsive, developmentally appropriate, supportive and challenging for each child.

Have you completed an assessment for this course prior to this term?

No

If yes, are you assessing different outcomes?

No

Comments:

This is my first time assessing this course.

2. To which degree(s) or certificate(s) does your course map? Degree, Certificate, & Program Outcomes

Associate of Applied Science - Early Childhood Education

* **Method of Assessment 3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.) Outcome #1: Method to assess student understanding**

Assignment #1 - Book Share tied into the Core Developmental Learning Domains

* **Outcome #2: Method to assess student understanding**

Assignment #3 - Compare/Contrast Development and Learning Theories

* **Outcome #3: Method to assess student understanding**

Project #1 - Create a High-Quality Play-Based Developmentally Appropriate Lesson Plan

*** 4. How will you know if you were successful in your efforts to teach this outcome? Outcome #1:**

75% of the students that complete and submit the assignment will earn a total grading score of 16 to 20 rubric points on their assignment. Note that this assignment is worth a total of 20 points.

*** Outcome #2: How will you know if you were successful in your efforts to teach this outcome?**

75% of the students that complete and submit the assignment will earn a total grading score of 16 to 20 rubric points on their assignment. Note that this assignment is worth a total of 20 points.

*** Outcome #3: How will you know if you were successful in your efforts to teach this outcome?**

80% of the students that complete and submit their project will earn a total grading score of 30 to 40 rubric points. Note that this project is worth a total of 40 points.

5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation. Question #1

Which course elements best engaged you and supported your learning? Examples would include: reading selections, video selections, online resources, forum discussions, knowledge check quizzes, assignments/projects, class interactions, other?

Question #2

How could the instructor improve this course? Please provide at least one specific 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 Institutional Learning Outcomes (ILO): 1. ILO#1 - Communication - "Content Development" and/or "Control of Syntax and Mechanics" 2. ILO#2 - Critical Thinking/Problem Solving - "Student Position" and/or "Evaluate Potential Solutions" 3. ILO#4 -Cultural Awareness - "Curiosity" (Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions") 4. ILO#5 - Community and Environmental Responsibility - "Understanding Global Systems" and/or "Applying Knowledge to Contemporary Global Contexts" 5. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

Debra Shope