

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

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 200-Professionalism & Advocacy-Karen Stafford-Spring 2022

**\* 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 achievement data collected: Quiz, Written reflections on personal and professional values and professionalism in ECE, Statement of Professional Commitment. 5 of 5 students met expectations

Outcome 2 achievement data collected: Quizzes, Written reflections, Ethical Situation Analyses. 4 of 5 students met expectations. One student scored 80% on 3 Ethical Situation analysis assignments but did not complete the 4th assignment.

Outcome 3 achievement data collected: Weekly written reflections on topics, Required justifications for choices made for resource posts, advocacy topics and ethical decisions.

**\* Outcome #1**

Identify and participate as a member of the early childhood profession

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

100%

**\* Outcome #2**

Apply the NAEYC Code of Ethical Conduct to guide daily practices and overall decision making

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

80%

**\* Outcome #3**

Use reflection as a tool to guide daily practice and ongoing professional development

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

100%

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

Assignments are thoroughly explained in Moodle. At the beginning of each week students received a message inviting them to ask questions or meet via Zoom to discuss assignments or to reply saying that all assignments were understood. Students sometimes submitted draft work for guidance. Low enrollment allowed provision of in-depth, individualized feedback throughout the course. Prior ECE work experience or more extensive coursework can be helpful when completing some 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 student achievement of the three outcomes.**

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4 of 5 students completed the course evaluation survey

Outcome 1: At the beginning of the course 1 student reported no understanding, 2 beginning and 1 developing. At the end of the course 2 students reported that their understanding is developing with 1 students feeling proficient and another expert. Two students stated that the Statement of Professional Commitment assignment greatly increased their understanding of what it means to be an ECE professional.

Outcome 2: At the beginning of the course 1 student reported no experience with the NAEYC Code of Ethical Conduct, 2 reported beginning and 1 developing. At the end of the course 3 students reported developing skills in use of the Code with 1 more experienced student feeling proficient. In the survey, 3 of 4 students said that the Ethical Situation Analysis assignments greatly contributed to their understanding of the Code and its use. When asked to reflect on their growth in Moodle, all 5 students referred to increased understanding of professional ethics and use of the Code.

Outcome 3: At the beginning of the course, 1 student reported not knowing about the importance of reflection as a tool, 2 students beginning to recognize this and 1 student reported developing the skill. At the end of the course 3 students reported proficiency in the use of reflection as a tool to guide practice with 1 student reporting expertise in understanding the importance of reflection.

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

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Yes

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

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Students can be encouraged to discuss Ethical Situation Analysis assignments with other students, coworkers, or trusted friends since these situations are generic. Some students automatically do this, however others may not. Thinking the situations through in conversation with others can help a student to see an ethical situation from different perspectives. Perhaps students could complete at least the first of these assignments in pairs.

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

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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.**

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This is the first formal assessment of this course since its revision in Spring 2021.

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

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At the beginning of the course students are introduced to the NAEYC Professional Standards and Competencies which provide the framework for the ECE program at CGCC. Special attention is given to the competencies within Standard 6: Professionalism. Students address these competencies when writing their Statements of Professional Commitment. Outcomes and their connection to the Standards are clearly described in the course syllabus and, as appropriate, in individual sessions and assignments.

**10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or "Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving). ILO #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" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 -Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

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ILO #1: Communication- To complete the Advocacy in Action assignment successfully, students must create a handout, slide presentation or letter that clearly describes an issue and presents a supportive argument or proposal.

ILO #2: Critical thinking/Problem Solving- Ethical Situation Analyses require students to consider different perspectives and seek guidance within the NAEYC Code of Ethical Conduct to solve common challenging problems faced in ECE.

ILO #4: Cultural Awareness- Sessions on Communication and Ethical Responsibilities to Families include consideration of cultural perspectives and practices.

ILO #5: Community and Environmental Responsibility- The session on Ethical Responsibilities to Community and Society, session on advocacy processes and the Advocacy in Action assignment link to this ILO.