Course Assessment- Part B: Your Results & Analysis   COMPLETE   #602

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact Sara Wade, the Instructional Services Administrative Assistant, 541-506-6037 or swade@cgcc.edu.

ECE 235- Art, Music, & Movement: Birth to Age 8- Velvet Cooley- Spring 2023

* 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.

Students were assessed on their discussion posts, chapter quizzes, class participation, weekly assignments, and a final project.

* Outcome #1

Identify ways in which art, music and movement can benefit young children's (age's birth to 8 years) physical, cognitive, social, emotional, and creative growth. -

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

69%

* Outcome #2

Design creative activities centered on the use of art, music, and movement for classroom teaching of young children.

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

92

* Outcome #3

Connect art, music and movement to the classroom curriculum as well as to individual children's needs and interest, with a focus on diversity and inclusion.

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

92

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

The data shows that half of the students struggling with the quizzes used English as a second Language. The quizzes tested the knowledge strictly gained from the text, which was only offered in English. The other material presented and synthesized through assignments and forum discussions were supported during zoom class times. Students actively discussed their questions and shared their discoveries during the zoom class meetings and were able to receive and provide feedback.

* 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.

Students felt that had achieved the desired outcomes for the class. Based on the content delivered in their final projects, I believe the three outcomes were met. The students and I agree that the outcomes were met in spite of the quiz results.

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

Yes. The final projects that were turned in all received scores that were Cs or above.

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

The quizzes were designed to ensure that students were reading the textbook. The design of the questions looked for key phrases or expressions taken directly from the text. The quizzes need to test the knowledge gained from the text, class discussions, and lessons presented during class times. During class times, students should be presented with more probing questions to have an opportunity to express their knowledge and the instructor to understand what might be lacking in the teaching material.

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

The resources could include more training, but given more time to prepare for the course may also be helpful.

* 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

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

Outcomes are discussed during class meetings and the introduction to new material each week. This is an area of improvement for me.

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: "Evidence" (Critical Thinking) and/or "Identify Strategies" (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"

I understand the importance of emphasizing learning outcomes and how they relate to program in which students are enrolled. I have made it a priority to include the learning outcomes and their relevance to each student's career choice. I am increasing my feedback on assignments and asking more questions to encourage critical thinking.