

Course Assessment- Part B: Your Results & Analysis

COMPLETE

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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.

ECE221- Observation, Documenation, & Assessment- Velvet Cooley- Part B- Summer 2025

* 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.

For all 3 outcomes, I gathered data from the scores earned on assignments - specifically assignments 4,7, and 9. I also had each student rate their proficiency level for observing an documenting objectively to use in assessment in the final forum.

* Outcome #1

Outcome #1: Make accurate observations of groups fo children based on child development principles.

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

95

* Outcome #2

Understand the connection between observations and appropriate guidance, management, and planning for groups of children.

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

95

* Outcome #3

Discuss the role of observation in communicating with parents and professionals.

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

100

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

Students reported that the amount of practice they had through several assignments helped them be successful.

* 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.

15 of 19 students felt they met the outcomes for this course. 2 students felt their competency in the outcomes were emerging and beginning to meet the outcomes. 2 students declined to answer.

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

Yes

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

More practice and/or group feedback may offer more confidence in meeting outcomes.

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.**

n/a

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

This was specified in the syllabus and in the introduction of each week's lesson.

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: Intercultural Knowledge and Competence. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

Clear communication about the relevancy of the skills learned in this course to their field of study and clear communication of the expectations.