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ECE 238- Administration of ECE Programs- Velvet Cooley- Part B- Winter 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.

The overall average grade received on week 2 course assignment was 9/10. 3 students received a 10/10, 1 student received 8/10, and 1 student received 7/10.

The overall average grade received on the final project for the course was 99/100 - 4 students received 100/100 and 1 student received 98/100.

The overall average grade received for week 9 assignment was 9.8/10 - 4 students received 9/10 and 1 received a 9/10.

* Outcome #1

Understand different types of Early Childhood programs.

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

100

* Outcome #2

Manage the administrative responsibilities of an Early Childhood Education program, including: facilities, finances, food services, and personnel.

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

100

* Outcome #3

Involve and engage parents in their child's education.

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

100

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

A big part of what contributed to student success was the materials presented including the text book and the rich discussion between students. Additionally, the class size was small which may have contributed to their success as all students were highly motivated to learn the material as it will support their overall career goals.

*** 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.**

Only 20% of the students completely filled out the survey. The results showed an increase of understanding for all three outcomes. The largest gain in understanding was in the students' ability to manage the administrative responsibilities of an Early Childhood Education program, including: facilities, finances, food services, and personnel. More confidence was gained in understanding the different types of Early Childhood programs and involving parents in their child's education.

*** 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.)?**

Perhaps more robust parent involvement learning materials would help students gain a variety of different ways they can support parent involvement. A focus should be placed on providing more inclusive methods of supporting all parents.

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

Including "Leading Anti-Bias Early Childhood Programs" by Louise Herman-SParks, Debbie LeeKeenan, and John Nimmo should be considered. This resource costs \$34.95.

*** 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.**

None were made.

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

Students were introduced to the topic of each week and how the focused topic affects their ability to lead and manage an Early Childhood program. Each week opened with weekly learning objectives and a "To-Do" list.

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: "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"

I included the RACE tool and wanted students to utilize this tool to learn how to rephrase a question, answer a question using a citation that backs up their answer and explain their understanding more in-depth. In addition, many of the discussion questions provided choices on which ones to answer and share with their peers. This provided students an opportunity to see different approaches and diverse perspectives on leading an Early Childhood program.