**Complete and submit your assessment report electronically to your department chair. As needed, please attach supporting documents and/or a narrative description of the assessment activities.**

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| **Class/Course Outcomes** | **Assessment Measures** | **Assessment Results** | **Any Changes Made as a Result of Assessment** |
| **In the boxes below, summarize the outcomes assessed in your class or course during the last year*.*** | **In the boxes below, summarize the methods used to assess course outcomes during the last year.** | **In the boxes below, summarize the results of your assessment activities during the last year.** | **In the boxes below, summarize how you plan to use the results to improve student learning.** |
| **Outcome #1:** Become knowledgeable about the profession of Early Childhood Education, including career opportunities, public policy, ethical standards, and other current issues in the ECE field. | **Introduction & Analysis Paper on Current Trends in ECE**: 50/50 points possible. | 42 students completed the assignment. The high score was 50/50. The low score was 27/50, however, this student did not participate after the first assignment. 40 students received A’s. 1 student received a B, and 1 student received an F. | No changes! This course outcome was met by 41/45 students who completed the assignment. Two students participated the first week, and then did not participate thereafter. Two students did not participate in the class from the onset. |
| **Outcome #2:** Understand the role of the ECE teacher and how that role impacts the lives of young children.  Students will study the history, concepts, philosophies, and areas of development that support the importance of building a balanced and well-rounded child-centered program. | **Mid-Term Essay Exam:** 100/100 points possible. | 41 active students completed the assignment. The high score was 100/100. The low score was 30/100. 37 students received A’s. 2 students received B’s. 1 student received a C. 1 student received an F. | Outcomes were met with a C or better. The majority of the students received a B or above. |
| **Outcome #3:**  Become knowledgeable about child development (ages & stages), the value of play, schedules and curriculum planning, the learning environment, positive guidance, children with special needs, and working with families. | **Play Box Project and PowerPoint Development:** 100 points possible.  **Classroom Environment Plan:** 100 points possible. | 42 active students completed the assignment. The high score was 100/100. The low score was 85/100. 390 students received an A. 2 students received B’s. 1 student received a C.  41 active students completed the assignment. The high score was 100. The low score was 50. 37 students received A’s. 2 students received B’s. 1 student received a C. 1 student received an F. | Outcomes were met with a C or better. The majority of the students received a B or above for both assignments. |

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| **Class/Course Outcomes** | **Assessment Measures** | **Assessment Results** | **Any Changes Made as a Result of Assessment** |
| **Outcome #4**:  Examine the overall Early Childhood philosophy in a child-centered program, in which children are allowed to make choices, guidelines are clear and logical, activities are planned to meet the needs of the individual children in the group and adults are consistent and caring. | **ECE Psych Theoretical Paper, “The Grandpa Tree” Analogy:** 50 points possible.  **Final Discussion Board** Assignment: 100/100 points possible. | 42 active students completed the assignment. The high score was 50. The low score was 40. 41 students received A’s. 1 student received a B.  41 students completed the assignment. The high score was 100. The low score was 30. 35 students received an A. 1 student received a B. 1 student received a C. 1 student received an F. | Outcomes were met with a B or better. The majority of students received a B or above for both assignments.  No changes will be made to the course assignment with the addition that are mentioned in the narrative below. |

**Notes:**

**Course Grades:** 45 students began the class. During the first two weeks of class, 4 students stopped participating. I reached out to these students through Gmail, Webcampus email and through phone calls to no avail. During the first semester, we were not trained to use Starfish. I will use Starfish alert in the future for all students. 36 students received “A’s” at the end of the course. 4 students received “C’s” at the end of the course. 1 student received a “D+,” and 4 students received “F’s” for not participating and not withdrawing. 41 students who finished the course met all of the course outcomes with a “C” or better in all assignments. 1 student who received a D+ struggled with writing and timeliness. I provided mentorship for this student throughout the semester.

I finally have created a course that meets the needs of the changing paradigm shift that is occurring in early childhood education in terms of a growing number for children who have experienced adverse childhoods, the onset of technology for children, and challenging behaviors. Blended with current research in brain development and best classroom practices based on positive behavior management, I feel that I have created a course that will prepare students for subsequent courses in the ECE program.

My greatest challenge is reaching students early in the course who are not prepared for online instruction. As mentioned above, I will use Starfish to alert GBC’s Student and Advising services to provide intervention early-on.

I feel that the students who applied themselves in this course reaped great benefits. I plan to change the Environmental Classroom Plan assignment to use a virtual designer through Lakeshore Learning Materials or Kaplan Design. It is my hope to teach this class live (COVID19) so that I can upload the recorded sessions into the online course, thus merging all of the students together. If that is not possible, I will record sessions prior to each class as the online students have reported that the recorded lectures were invaluable to their success in the class.

**I have reviewed this report:**

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**Department Chair Dean**

**Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_­\_\_\_\_\_\_**

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**Vice President of Academic Affairs and Student Services**

**Date\_\_\_\_\_\_\_\_\_\_\_­\_\_\_\_**