Early Childhood Education (EDU) Student Learning Outcomes (SLOs) for 2023-2024:

* SLO1: 80% of all students will demonstrate cultural awareness and cultural knowledge about different cultural group family practices after completing a PowerPoint presentation using the textbook and three additional academic articles and earn at least 75% using the assignment rubric.
* SLO2: 80% of all students will apply real life knowledge to textbook information after interviewing two families using the family interview tool and comparing results from the interviews to the information in their PowerPoints and earn at least 75% using the assignment rubric.
* SLO3: 80% of all students will support families and children by creating a resource file containing information about a community resource, organization, and school system to share with families and earn at least 75% using the assignment rubric.
* SLO4: 80% of all students will apply teaching strategies in a classroom setting while completing 160 practicum hours of teaching duties in a 3 star or higher NC child-care facility under the supervision of a licensed teacher and receive 100% on the grading rubric for this requirement.
* SLO5: 80% of all students will demonstrate effective teaching methods after developing a week-long curriculum lesson plan using a broad repertoire of developmentally appropriate teaching/learning approaches using the NCFELD document for guidance and earn at least 75% on the grading rubric for this assignment.

SLOs 1, 2, and 3 are for three associate’s degree tracks and 3 certificates.

SLOs 4 and 5 are for three associate’s degree tracks.

Measurement tools for SLOs:

* SLO1: In 2023-2024, the instructor of EDU 131 will assess students in section 1 of the NAEYC Key Assessment using the culture assignment rubric.  This assessment is designed to measure students’ ability to demonstrate cultural awareness and knowledge and will be analyzed using the culture assignment rubric.  80% of students are expected to achieve at least 75% on the rubric.  Students must score a 1 or 2 on the rubric to achieve 75%.
* SLO2: In 2023-2024, the instructor of EDU 131 will assess students in section 3 of the NAEYC Key Assessment using the family interview rubric.  This assessment is designed to measure students’ ability to apply real life knowledge to textbook information after interviewing two families using the family interview tool and comparing results from the interviews to the information in their PowerPoint.  80% of students are expected to achieve at least 75% on the rubric.  Students must score a 1 or 2 on the rubric to achieve 75%.
* SLO3: In 2023-2024, the instructor of EDU 131 will assess students in section 2 of the NAEYC Key Assessment using the community resource rubric.  This assessment is designed to measure students’ ability to support families and children by creating a resource file containing information about a community resource, organization, and school system to share with families.  80% of students are expected to achieve at least 75% on the rubric.  Students must score a 1 or 2 on the rubric to achieve 75%.
* SLO4: In 2023-2024, the instructor of EDU 284 will assess students in section 1 of the NAEYC Key Assessment using the “teaching 160 hours” rubric.  This assessment is designed to measure students’ ability to apply teaching strategies in a classroom setting while completing 160 practicum hours of teaching duties in a 3 star or higher NC child- care facility under the supervision of a licensed teacher.  80% of students are expected to achieve at least 75% on the rubric.  Students must score a 1 or 2 on the rubric to achieve 75%.
* SLO5: In 2023-2024, the instructor of EDU 284 will assess students in section 6 of the NAEYC Key Assessment using the lesson plan rubric.  This assessment is designed to measure students’ ability to demonstrate effective teaching methods after developing a week-long curriculum lesson plan using a broad repertoire of developmentally appropriate teaching/learning approaches using the NCFELD document for guidance.  80% of students are expected to achieve at least 75% on the rubric.  Students must score a 1 or 2 on the rubric to achieve 75%.

2023-2024 EDU Program and SLO findings:

**Program outcome 1:**

In 2023-2024, our college increased enrollment in the early childhood program at the end of the academic year by .6% by faculty partnering with local child care programs in our region and visiting students in early childhood programs during site visits for EDU 284.  This outcome relates to strategic plan goal 1, enrollment.

In the previous year, 2022-2023, we had a decline of 8.1% in our enrollment for the early childhood education program. In 2021-2022, we had a decline of 14% in our enrollment for the early childhood education program.

Reflection/Discussion of findings: We reached our target goal in 2023-2024 of increasing enrollment.

There are no differences between group disaggregations.

**Program outcome 2:**

In 2023-2024, 14/14 or 100% of students who enrolled in EDU 284, Early Childhood Capstone Practicum, met or exceeded all learning outcomes on the key assessment for the course.  By completing the key assessment at this level, students worked with diverse families and children and our college provided skilled workers to the community.  This outcome relates to strategic plan goal 5, student success.

Last year in 2022-2023, 69% of students who enrolled in EDU 284, Early Childhood Capstone Practicum, met or exceeded all learning outcomes on the key assessment for the course. In 2021-2022, 52% of students who enrolled in EDU 284, Early Childhood Capstone Practicum, met or exceeded all learning outcomes on the key assessment for the course.

Reflection/Discussion of findings:  Our target goal was for all students in EDU 284 to meet or exceed all learning outcomes on the key assessment.  We met our goal of 100%. We increased by 31 percentage points from last year to this year and by 48 percentage points from the previous year.  We find that with more personalized attention, our students succeed with their key assessment.

There are no differences between group disaggregations.

**SLO1:**

For SLO1, in 2023-2024, 38 students were assessed using a PowerPoint presentation to demonstrate cultural awareness and cultural knowledge about different cultural group family practices.  Candidates used the textbook and one additional academic article to create the presentation.

The course instructor found that 97% of all students earned at least a 75% using section 1 of the EDU 131 NAEYC assignment rubric.  Students earned a 1 or 2 on the rubric to achieve 75%.  This 97% exceeded our target percentage of 80%.  This outcome is measured in EDU 131.  Thus, 37 out of 38 students, or 97%, met or exceeded expectations by demonstrating cultural awareness and cultural knowledge about different cultural group family practices.

Reflection/Discussion of findings:  The result of 97% of students receiving at least 75% on the grading rubric means that students are successful with meeting this requirement of demonstrating cultural awareness and knowledge about different cultural family groups.  In 2022-2023, 92% of all students met or exceeded expectations for this outcome. In 2021-2022, 93% of all students met or exceeded expectations for this outcome.  This year’s finding of 97% is higher than 92% and 93% from the past two years. We feel confident that our students are succeeding with this outcome, especially since we exceeded our current target goal of 80%.   Our action plan from the previous year stated that we needed to provide clear instructions, a grading rubric, support, and guidance to all students for this assessment for student success.  The instructor implemented all parts of the action plan to enhance student learning and improvement.

There are no differences between group disaggregations.

**SLO2:**

For SLO2, in 2023-2024, 38 students were assessed using a comparison paper to measure students’ ability to apply real life knowledge to textbook information after interviewing two families using the family interview tool and comparing results from the interviews to the information in their PowerPoints.

The course instructor found that 97% of all students earned at least a 75% using section 3 of the EDU 131 NAEYC assignment rubric.  Students earned a 1 or 2 on the rubric to achieve 75%.  This 97% exceeded our target percentage of 80%.  This outcome is measured in EDU 131.  Thus, 37 out of x38students, or 97%, met or exceeded expectations by applying real life knowledge to textbook information.

Reflection/Discussion of findings:  The result of 97% of students receiving at least 75% on the grading rubric means that students are successful with meeting this requirement of applying real life knowledge to textbook information.  In 2022-2023, 95% of all students met or exceeded expectations for this outcome. In 2021-2022, 92% of all students met or exceeded expectations for this outcome.  This year’s finding of 97% is higher than 95% and 92% from the past two years.  We improved by 2 percentage points from last year and by 5 percentage points from the previous year.  Our action plans from the previous year stated that we needed to record videos and schedule zoom sessions to help students with this assessment to ensure student success.  The instructor followed the action plan to enhance student learning and improvement.

There are no differences between group disaggregations.

**SLO3:**

For SLO3, in 2023-2024, 38 students were assessed using a community resource file to measure students’ ability to support families and children by creating a resource file containing information about a community resource, organization, and school system to share with families.

The course instructor found that 97% of all students earned at least a 75% using section 2 of the EDU 131 NAEYC assignment rubric.  Students earned a 1 or 2 on the rubric to achieve 75%.  This 97% exceeded our target percentage of 80%.  This outcome is measured in EDU 131.  Thus, 37 out of 38 students, or 97%, met or exceeded expectations by creating a resource file.

Reflection/Discussion of findings:  The result of 97% of students receiving at least 75% on the grading rubric means that students are successful with meeting this requirement of creating a resource file.  In 2022-2023, we did not include this SLO3 in our excellence report. This SLO3 is new for this year.

There are no differences between group disaggregations.

**SLO4:**

For SLO4, in 2023-2024, 14 students were assessed using an hours report in order to measure students’ ability to apply teaching strategies in a classroom while completing 160 practicum hours of teaching duties in a 3 star or higher NC child care facility under the supervision of a licensed teacher (and receive 100% on the grading rubric for this assignment).

The course instructor found that 100% of all students earned at least a 75% using section 1 of the EDU 284 NAEYC assignment rubric.  Students earned a 1 or 2 on the rubric to achieve 75%.  This 100% exceeded our target percentage of 80%.  This outcome is measured in EDU 284.  Thus, 14 out of 14 students, or 100%, met or exceeded expectations by demonstrating completion of 160 hours.

Reflection/Discussion of findings:  The result of 100% of students receiving at least 75% on the grading rubric means that students are successful with meeting this requirement of teaching in a classroom for a semester.  In 2022-2023, 88% of all students met or exceeded expectations for this outcome. In 2021-2022, 98% of all students met or exceeded expectations for this outcome.  This year’s finding of 100% is higher than 88% and 98% from the past two years. We feel confident that our students are succeeding with this outcome, especially since we exceeded our current target goal of 80%.  Our action plan from the previous year stated that we needed to provide one on one assistance to all students from faculty to meet this requirement.  Each student is paired with an EDU faculty member who checks on them twice during the semester to ensure student success.   We enhanced student learning and improvement.

There are no differences between group disaggregations.

**SLO5:**

For SLO5, in 2023-2024, 14 students were assessed using a PowerPoint presentation displaying their week-long curriculum lesson plan using a broad repertoire of developmentally appropriate teaching/learning approaches using the NCFELD document for guidance to demonstrate effective teaching methods.

The course instructor found that 100% of all students earned at least a 75% using section 3 of the EDU 284 NAEYC assignment rubric.  Students earned a 1 or 2 on the rubric to achieve 75%.  This 100% exceeded our target percentage of 80%.  This outcome is measured in EDU 284.  Thus, 14 out of 14 students, or 100%, met or exceeded expectations by demonstrating effective teaching methods.

Reflection/Discussion of findings:  The result of 100% of students receiving at least 75% on the grading rubric means that students are successful with meeting this requirement of demonstrating effective teaching methods.  In 2022-2023, 88% of all students met or exceeded expectations for this outcome. In 2021-2022, 91% of all students met or exceeded expectations for this outcome. This year’s finding of 100% is higher than 88% and 91% from the past two years. We feel confident that our students are succeeding with this outcome, especially since we exceeded our current target goal of 80%.   Our action plans from the previous year stated that we needed to provide one on one assistance to all students from faculty to meet this requirement.  Each student is paired with an EDU faculty member who checks on them twice during the semester to ensure student success.   We enhanced student learning and improvement.

There are no differences between group disaggregations.

**Action Plans:**

**Program goal 1:**

Based on the results described above the course instructors plan to mail or hand deliver a new EDU postcard to early learning programs whose teachers may be interested in attending HCC.  We feel these postcards are good recruiting tools to increase our enrollment.

**Program goal 2:**

Based on the results described above the course instructors plan to add one additional point of contact to improve students’ ability to meet or exceed all learning outcomes on the key assessment for the course.  This point of contact will be a one-on-one session, either face to face or virtual.

**SLO1:**

Based on the results described above, the course instructors plan to add one additional point of contact between instructor and student to improve students’ ability to demonstrate cultural awareness and cultural knowledge.  This point of contact will be a one-on-one session, either face to face or virtual.

**SLO2:**

Based on the results and the improvements over time described above the course instructors plan to add one additional point of contact to improve students’ ability to apply real life knowledge to textbook knowledge.  This point of contact will be a one-on-one session, either face to face or virtual.

 **SLO3:**

Based on the results described above the course instructors plan to add one additional point of contact to improve students’ ability to create a resource file. This point of contact will be a one-on-one session, either face to face or virtual.

**SLO4:**

Based on the results described above the course instructors plan to add one additional point of contact to improve students’ ability to apply teaching strategies in a classroom for 160 hours.  This point of contact will be a one-on-one session, either face to face or virtual.

**SLO5:**

Based on the results described above the course instructors plan to add one additional point of contact to improve students’ ability to demonstrate effective teaching methods.  This point of contact will be a one-on-one session, either face to face or virtual.