Early Childhood Education Program Student Learning Outcomes for 2024-2025:

* 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 a family using the family interview tool and comparing results from the interview 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 2024-2025, 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 2024-2025, the instructor of EDU 131 will assess students in section 2 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 a family 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 2024-2025, the instructor of EDU 131 will assess students in section 3 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 2024-2025, 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 100% on the rubric.  Students must score a 2 on the rubric to achieve 100%.
* SLO5: In 2024-2025, 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%.

**Student Learning Outcome Results:**

**SLO1:**

For SLO1, in 2024-2025, 39 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 95% 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 95% exceeded our target percentage of 80%.  This outcome is measured in EDU 131.  Thus, 37 out of 39 students, or 95%, met or exceeded expectations by demonstrating cultural awareness and cultural knowledge about different cultural group family practices.

Reflection/Discussion of findings:  The result of 95% 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 2023-2024, 97% of all students met or exceeded expectations for this outcome. In 2022-2023, 92% of all students met or exceeded expectations for this outcome.  This year’s finding of 95% is comparable to the findings from the last two years (lower than 97% but higher than 92% 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 2024-2025, 39 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 95% 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 95% exceeded our target percentage of 80%.  This outcome is measured in EDU 131.  Thus, 37 out of 39 students, or 95%, met or exceeded expectations by applying real life knowledge to textbook information.

Reflection/Discussion of findings:  The result of 95% 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 2023-2024, 97% of all students met or exceeded expectations for this outcome. In 2022-2023, 95% of all students met or exceeded expectations for this outcome.  This year’s finding of 95% is comparable to the findings from the past two years (lower than 97% and the same as 95% from the past two years). 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 2024-2025, 39 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 97.5% 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 97.5% exceeded our target percentage of 80%.  This outcome is measured in EDU 131.  Thus, 38 out of 39 students, or 97%, met or exceeded expectations by creating a resource file.

Reflection/Discussion of findings:  The result of 97.5% 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 2023-2024, 97% of all students met or exceeded expectations for this outcome. In 2022-2023, we did not include this SLO3 in our excellence report. This year’s finding of 97.5% is comparable to the findings from last year of 97%. 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.

**SLO4:**

For SLO4, in 2024-2025, 11 students were assessed using an hours report and a competency form 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 73% 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 73% did not exceed our target percentage of 80%.  This outcome is measured in EDU 284.

Reflection/Discussion of findings:  The result of 73% of students receiving at least 75% on the grading rubric means that students are mostly successful with meeting this requirement of teaching in a classroom for a semester.  In 2023-2024, 100% of all students met or exceeded expectations for this outcome. 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 73% is lower than 100%, 88%, and 98% from the past three years. There are several possible reasons for our percentage decreasing this year. First, our sample size was smaller than previous years (11 as compared to 14), which meant that fewer students not succeeding caused a larger decrease than if our sample size had been larger. Second, our students experienced Hurricane Helene in the fall of 2024, which made it harder for some of them to successfully complete all assignments in this course. The students who did not meet this learning outcome did complete the 160 hours but did not complete the observation form by their supervisor. 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 plan to continue this strategy next year and to increase our check-ins from 2 to 3 in hopes that our percentage will increase in 2025-2026. We also know to focus specifically on the student completing the competency form completed by the supervisor and will ask about this form earlier in the semester.

There are no differences between group disaggregations.

**SLO5:**

For SLO5, in 2024-2025, 11 students were assessed using a form 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 92% of all students earned at least a 75% using section 6 of the EDU 284 NAEYC assignment rubric.  Students earned a 1 or 2 on the rubric to achieve 75%.  This 92% exceeded our target percentage of 80%.  This outcome is measured in EDU 284.  Thus, 11 out of 11 students, or 92%, met or exceeded expectations by demonstrating effective teaching methods.

Reflection/Discussion of findings:  The result of 92% 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 2023-2024, 100% of all students met or exceeded expectations for this outcome. 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 92% is consistent with results from the previous three 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.

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. We plan to increase the number of faculty-student checks-in specifically about this outcome from 2 to 3 over the semester.

**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. We plan to increase the number of faculty-student checks-in specifically about this outcome from 2 to 3 over the semester.

**2024-2025 Early Childhood Program outcomes:**

**Program outcome 1:**

In 2024-2025, our college decreased enrollment in the early childhood program at the end of the academic year by .8% 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, 2023-2024, we maintained our enrollment at exactly the same number (125 students), so we had neither a decrease nor an increase. In 2022-2023, we had a decrease of 21.9% in our enrollment for the early childhood education program. In 2021-2022, we had a decrease of 14.9% in our enrollment for the early childhood education program.

Reflection/Discussion of findings: Although we did not reach our target goal in 2024-2025 of increasing enrollment, we only decreased by .8%. We went from 125 students to 124, which is almost the same. As you can see, our enrollment is holding steady at about 124 or 125 students over the past 3 years.

There are no differences between group disaggregations.

**Program outcome 2:**

In 2024-2025, 7/11 or 64% 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.

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.

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 did not meet our goal of 100%. One possible reason for our lower percentage could be that students experienced Hurricane Helene in the fall of 2024 and were not able to complete all assignments on the key assessment. All of our students did complete some of the assignments in the Key Assessment but not all of the students completed all of the assignments. We will offer more personalized attention for our students to succeed with their key assessment.

There are no differences between group disaggregations.