2022-2023

**Student Learning Outcomes (SLO):**

Student Learning Outcomes are statements of what students should know, think, or be able to do upon completion of the *program*. Each educational program should have 3-5 measurable learning outcomes. Be sure to check your program’s Curriculum Standard for any predefined student learning outcomes. Be sure they are aligned to the purpose of the program stated above and, if possible, to the goals and/or objectives of the college’s strategic plan (indicated later in the report). Enter below.

* 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 one additional academic article 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 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.
* SLO4: 80% of all students will demonstrate effective teaching methods after developing 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 and earn at least 75% on the grading rubric for this assignment.

**Measurement Tools / Methods of Assessment:**

Describe how the outcomes stated above are collected and measured. Each outcome should include who, what, when, where, why, and how.  List tools or instruments (e.g., tests, assignment rubrics, satisfaction surveys, reports, audits) that will be used to measure progress toward these outcomes and be sure to identify any specific questions that might be relevant. In addition, be sure to identify the outcome being supported. Make sure that each outcome has at least one, and preferably two, ways of being measured. Make sure you use at least one direct measure for each outcome. Also, indicate how often the measurement will be done. **Include PDF electronic copies of any tool or instrument listed here in the Measurement Tools folder with relevant items clearly identified on each tool or instrument**. Enter below.

For each outcome:

* SLO1: 80% of all students will earn at least 75% using section 1 of the EDU 131 NAEYC assignment rubric.  Students must score a 1 or a 2 on the rubric to achieve 75%.    This outcome is measured in EDU 131.
* SLO2: 80% of all students will earn at least 75% using section 3 of the EDU 131 NAEYC assignment rubric.  Students must score a 1 or a 2 on the rubric to achieve 75%.    This outcome is measured in EDU 131.
* SLO3: 80% of all students will earn at least 75% using section 1 of the EDU 284 NAEYC assignment rubric.  Students must score a 1 or a 2 on the rubric to achieve 75%.    This outcome is measured in EDU 284.
* SLO4: 80% of all students will earn at least 75% using section 3 of the EDU 284 NAEYC assignment rubric.  Students must score a 1 or a 2 on the rubric to achieve 75%.    This outcome is measured in EDU 284.

**Results and Evidence of Improvement over Time:**

List by measurement tool (i.e., tests, assignment rubrics, survey, log, report, audit) as described in Part 1 the results of your data collection with a comparison to the predetermined threshold (the degree) for each respective tool. Clearly state which outcomes from Part 1 have been measured by this measurement tool. **You must disaggregate your data by the following metrics: full-time/part-time, online/face-to-face, and Pell/non-Pell students, as well as dual-enrolled/regular students, if applicable.** You may include other disaggregations that are relevant to your program or department. You must also address how the changes over the past year have improved the learning of the students as compared to previous years’ results?

Electronic copies of representative evidence of each measurement tool should be included in the Evidence folder. Enter below.

For each outcome:

**Student Learning Outcomes (SLOs):**

**SLO1:**

For SLO1, in 2022-2023, 37 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 92% 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 92% exceeded our target percentage of 80%.  This outcome is measured in EDU 131.  Thus, 34 out of 37 students, or 92%, met or exceeded expectations by demonstrating cultural awareness and cultural knowledge about different cultural group family practices.

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 cultural awareness and knowledge about different cultural family groups.  In 2021-2022, 93% of all students met or exceeded expectations for this outcome.  Even though this year’s finding of 92% is lower than 93% from last year, we still 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.

**SLO2:**

For SLO2, in 2022-2023, 37 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 3 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, 35 out of 37 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 2021-2022, 92% of all students met or exceeded expectations for this outcome.  This year’s finding of 95% is higher than 92% from last year.  We improved by 3 percentage points this 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.

**SLO3:**

For SLO3, in 2022-2023, 16 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 88% 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 88% exceeded our target percentage of 80%.  This outcome is measured in EDU 284.  Thus, 14 out of 16 students, or 88%, met or exceeded expectations by demonstrating completion of 160 hours.

Reflection/Discussion of findings:  The result of 88% 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 2021-2022, 98% of all students met or exceeded expectations for this outcome.  Even though this year’s finding of 88% is lower than 98% from last year, we still 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.

**SLO4:**

For SLO4, in 2022-2023, 16 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 88% 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 88% exceeded our target percentage of 80%.  This outcome is measured in EDU 284.  Thus, 14 out of 16 students, or 88%, met or exceeded expectations by demonstrating effective teaching methods.

Reflection/Discussion of findings:  The result of 88% 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 2021-2022, 91% of all students met or exceeded expectations for this outcome.  Even though this year’s finding of 88% is lower than 91% from last year, we still 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.